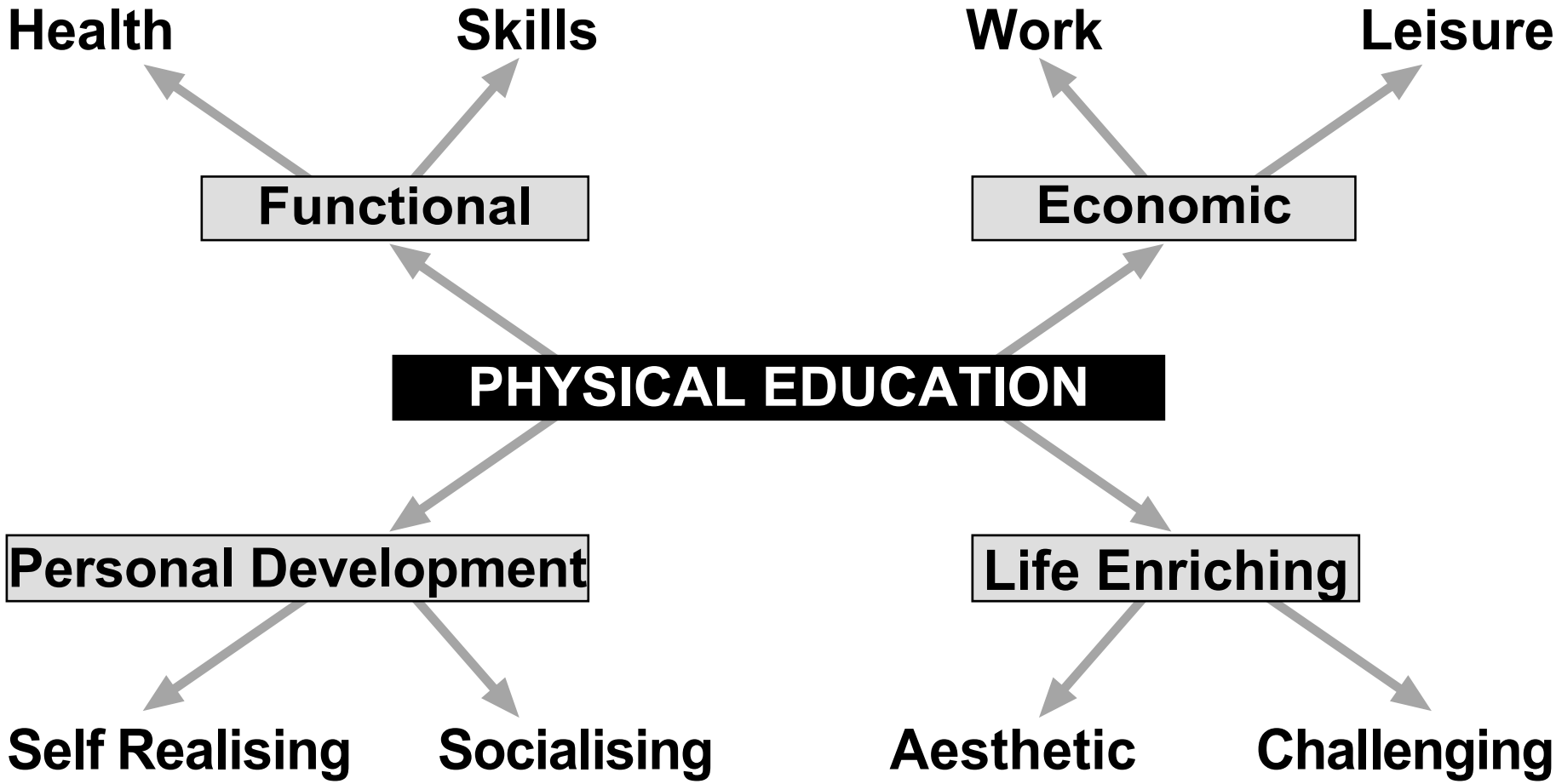
# Characteristics of Physical Education

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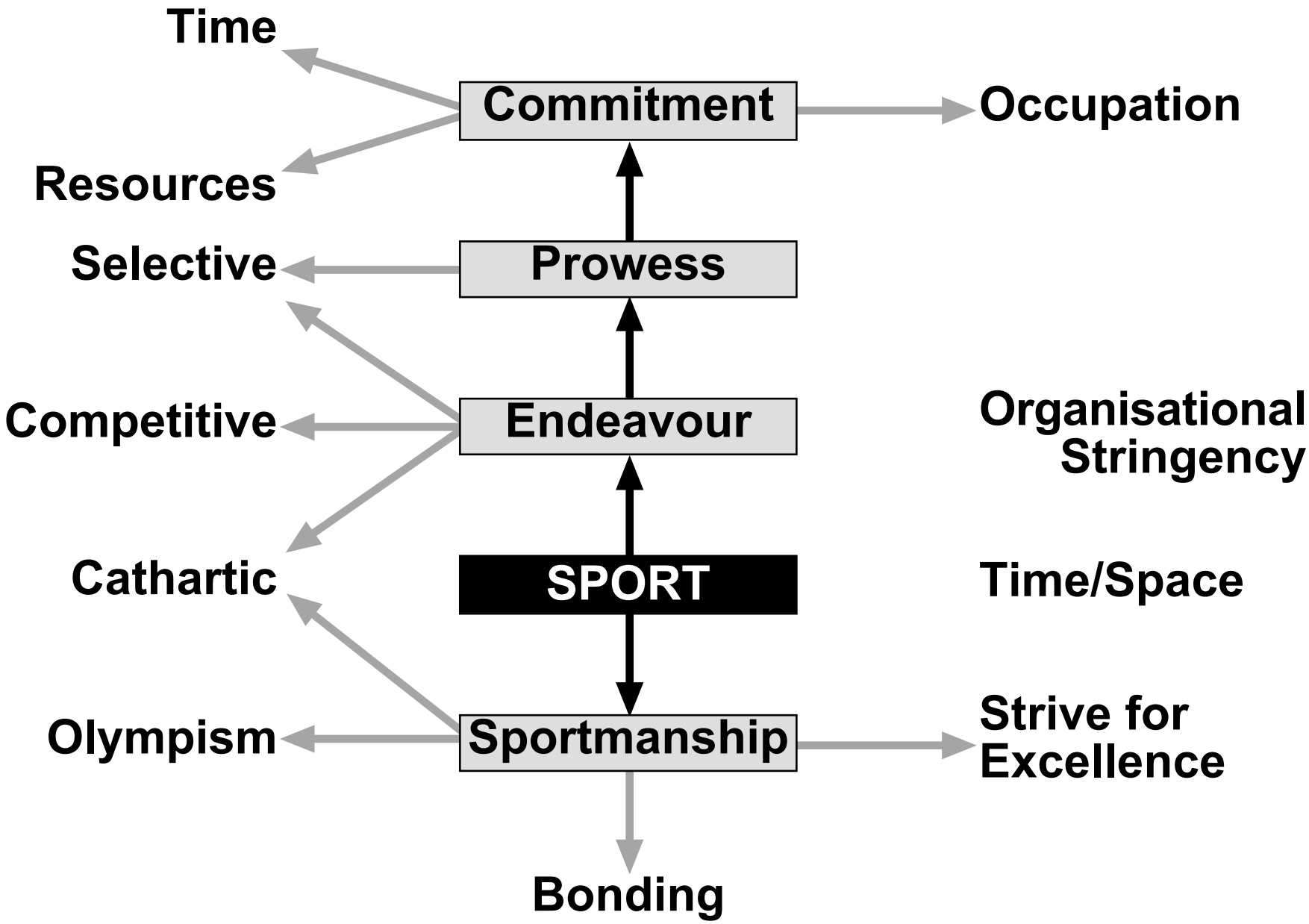
# Characteristics of Sport

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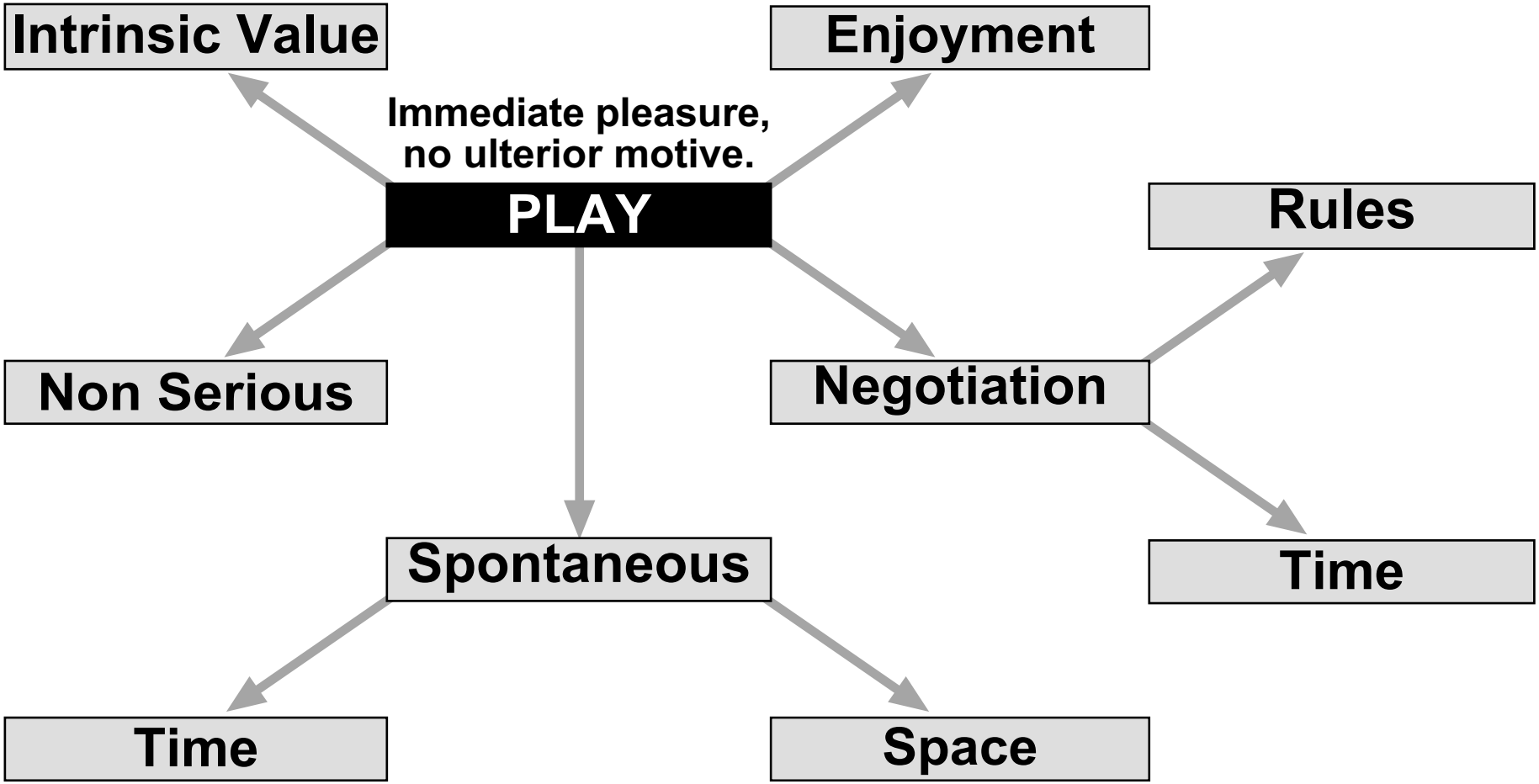
# Characteristics of Play

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# Adults at Play

Would the adult and the child be gaining the same experiences here?

Would they be getting the same benefit?

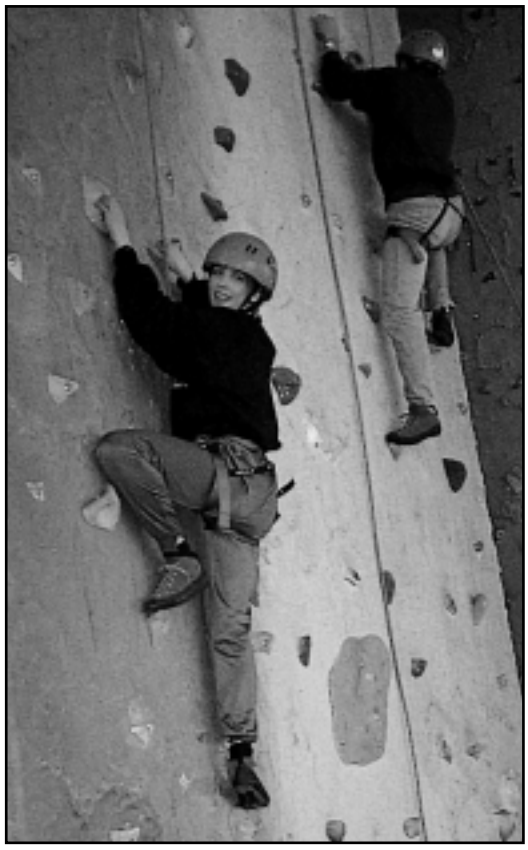
What is this person doing? Why are they doing it?

What might they be gaining by doing it?

How does this activity differ from the other pictures on this page?

Does the nature of the activity affect the benefits to those participating?

# Outdoor Adventure & Education



Decision Making

Danger

Escapism

What is being taught?

Self Reliance?

Trust?

Skills?

Are there Risks?

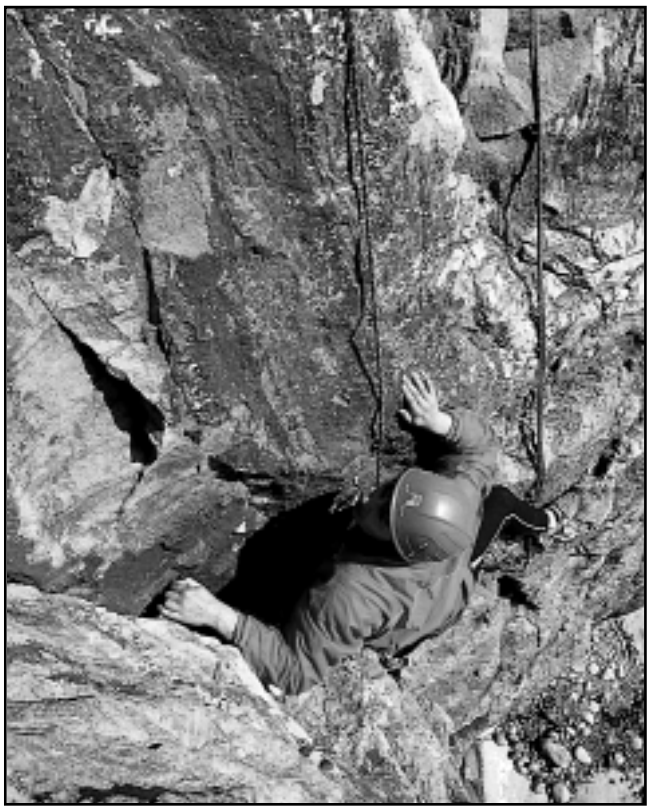
Why seek danger?

Leadership?

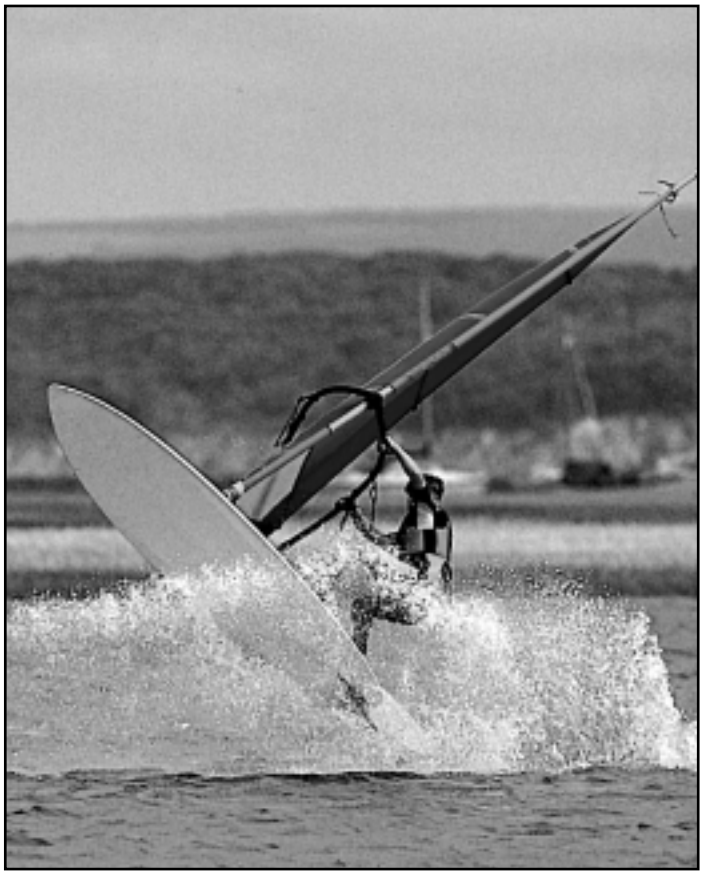
Learning?

An Environment for all?

# Outdoor Adventure & Education

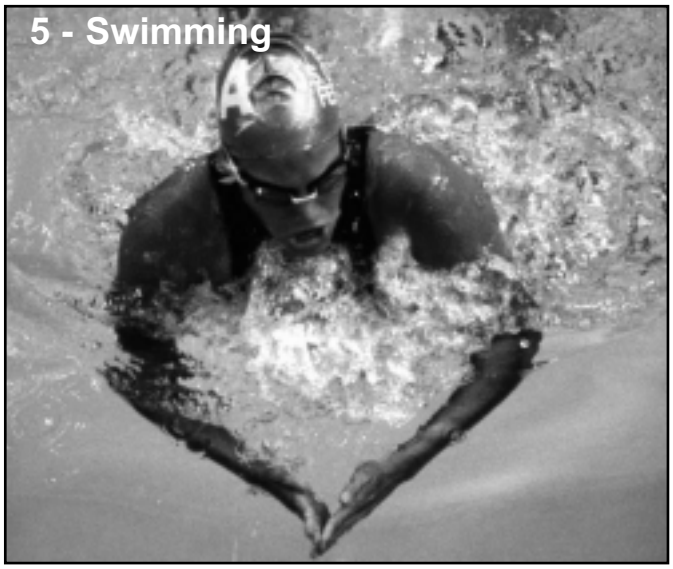


Learning
Decision Making
Self Reliance
Trust
Skills
Leadership



Environmental
Awareness
Risk
Danger
Survival
Challenge
Escapism
Adventure

# Leisure? Physical Recreation?



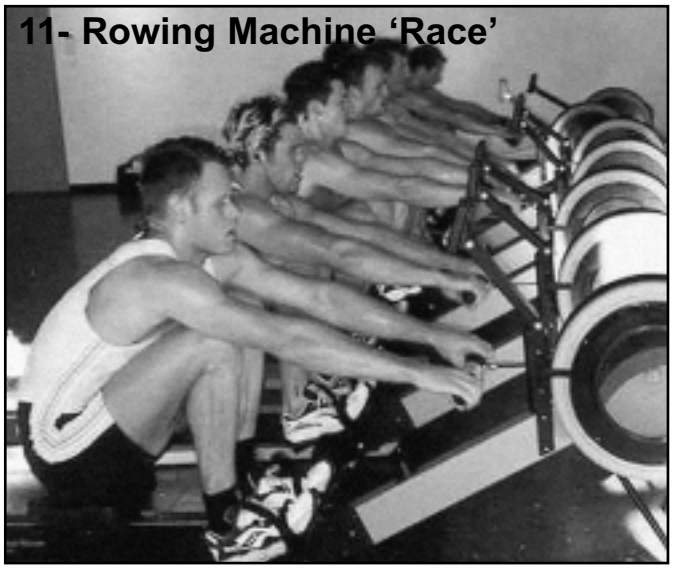
# Leisure? Physical Recreation?

7 - Pupil in PE Class

8 - Worker's Lunch Break

9 - Netball Team

10 - Party Dance


11- Rowing Machine 'Race'

12 - Audience at a Show

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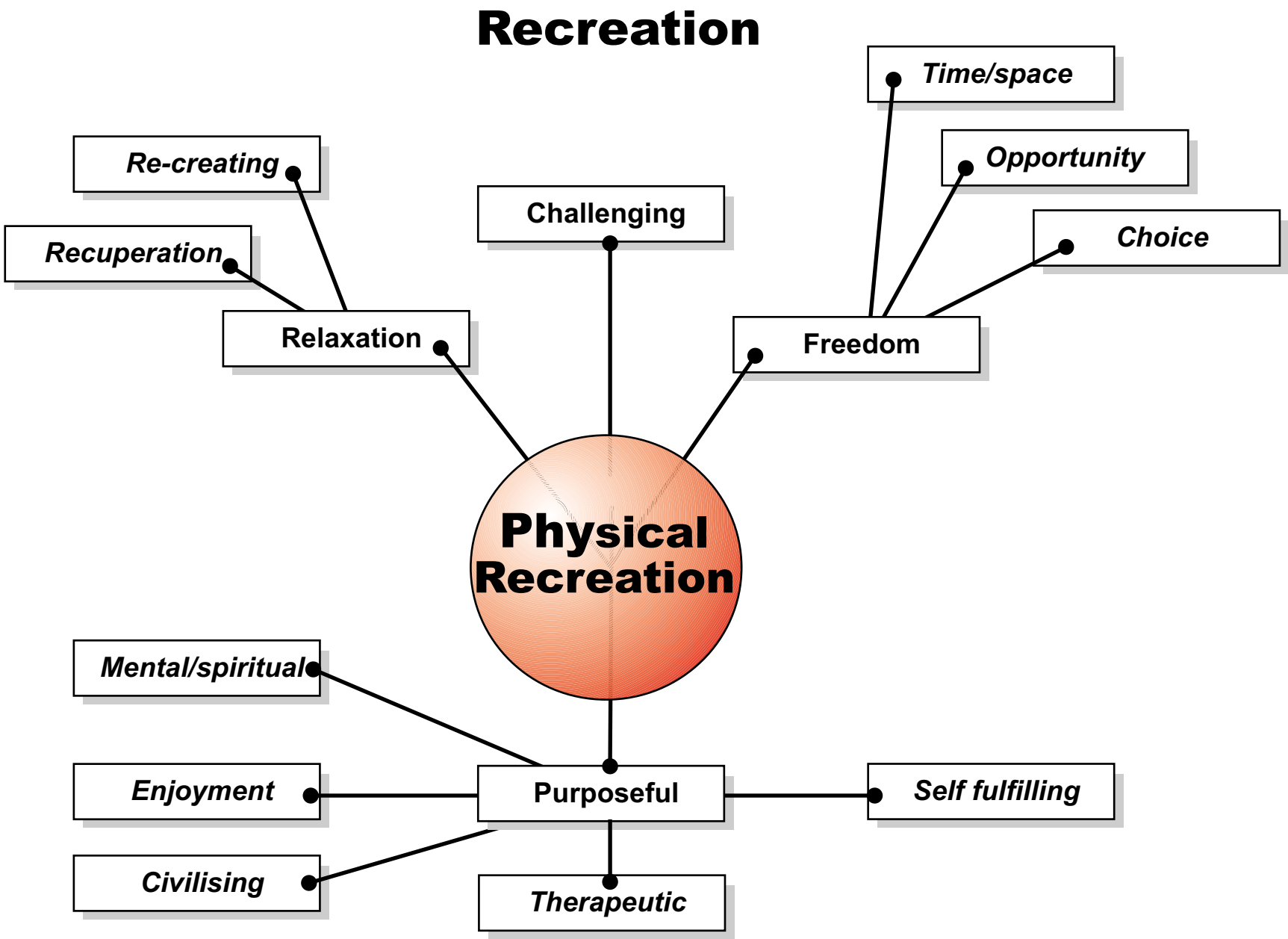


# Definitions of Leisure

Leisure is a time in which there is an opportunity for choice

Arnold 1968

Leisure helps people to learn how they play their part in society; it helps them to achieve societal or collective aims; and it helps the society to keep together

Parker 1975

Leisure is a mental and spiritual attitude – a condition of the soul, not the inevitable result of spare time.

Pieper 1965

Leisure has 3 functions: relaxation of energies consumed by daily life; free development – compensation for the specialisation of movement and knowledge imposed by modern industrial life and; recreation- relief from the boredom and restrictions of daily life

McDonald 1971

Leisure is the complex of self-fulfilling and self-enriching values achieved by the individual as he uses leisure time in self-chosen activities that recreate him

Miller & Robinson 1963

Leisure – a necessary prerequisite for practising the more civilised virtues – the adoption of a critical attitude to life and developing a taste for excellence

Bell 1947

Leisure is an activity – apart from the obligations of work, family and society – to which the individual turns at will. It has 3 functions – relaxation, entertainment, self-fulfilment

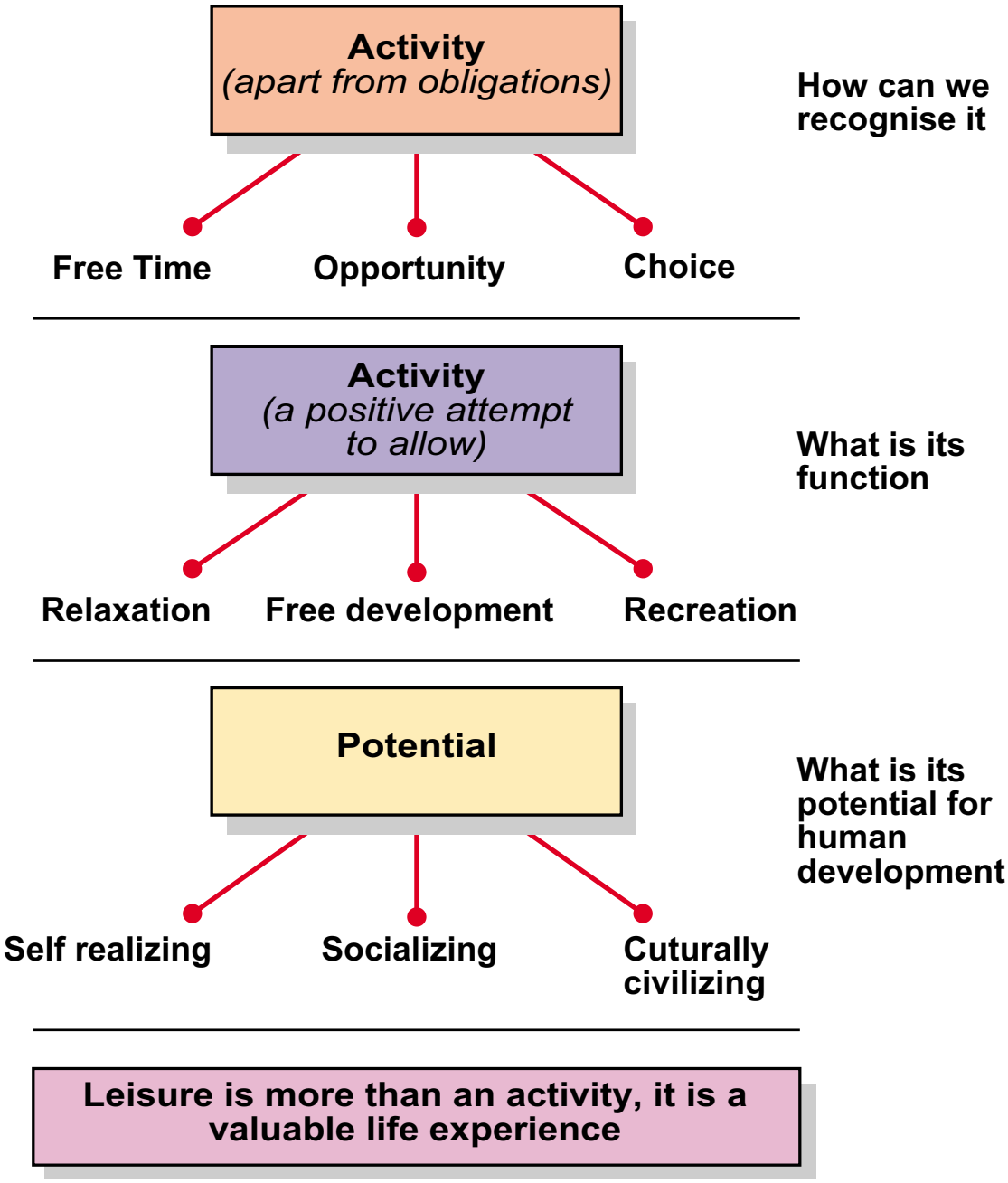
Dumazadier 1967

Leisure – a time when one's true identity can emerge

Leisure – an opportunity for self-expression

J. Pieper, C Brighthill, S de Grazia

# Concepts of Leisure



# Concepts of Leisure

**ACTIVITY**

**(apart from obligations)**

**How can we recognise it?**

**Free time** **Opportunity** **Choice**

**ACTIVITY**

**(a positive attempt to allow)**

**What is its function?**

**Relaxation** **Free development** **Recreation**

**POTENTIAL**

**What is its potential for human development?**

**Self Realising** **Socialising** **Culturally civilizing**

**Leisure is more than an activity, it is a valuable life experience**

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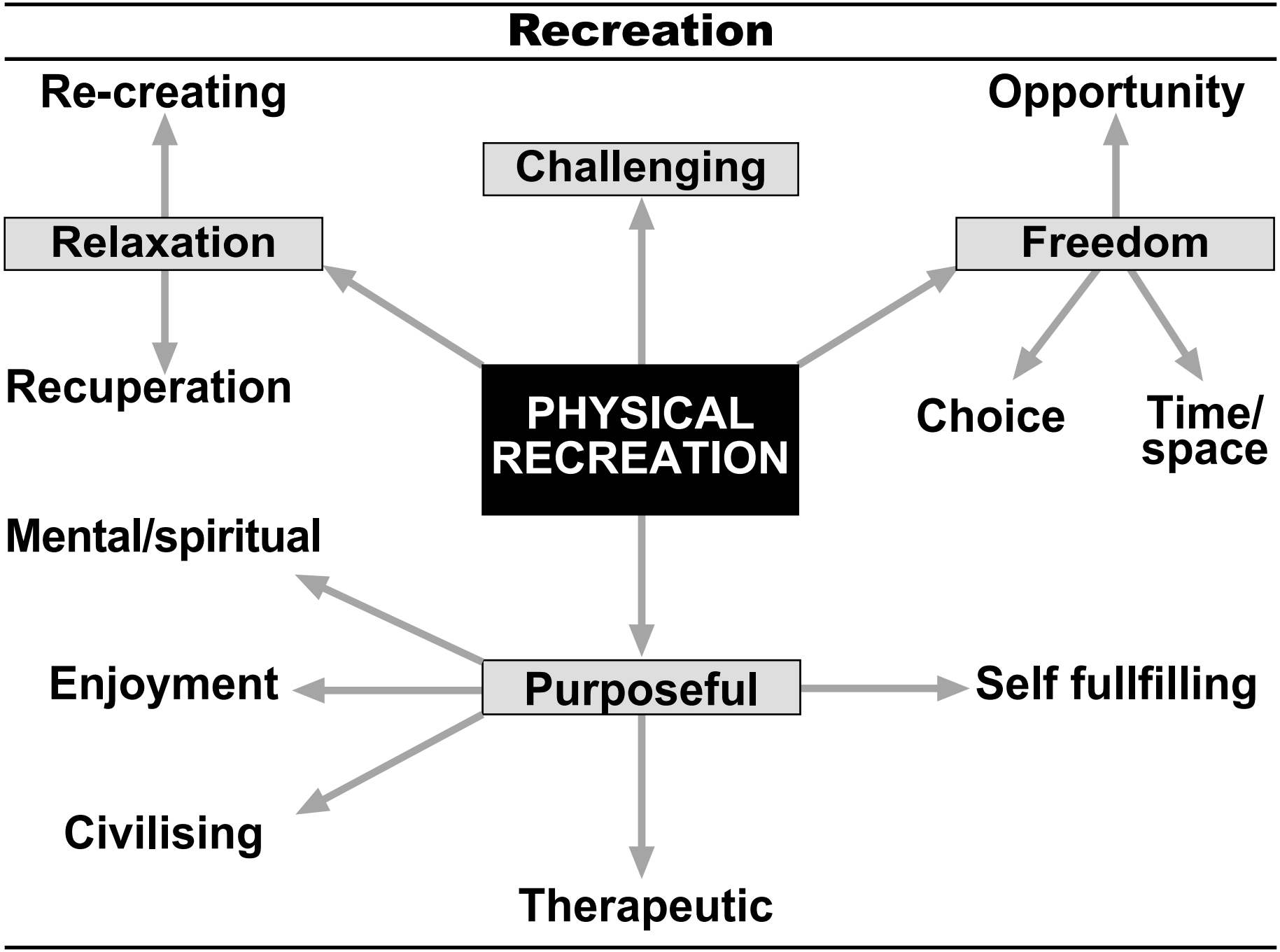


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# External Influences upon Schools

# QCA

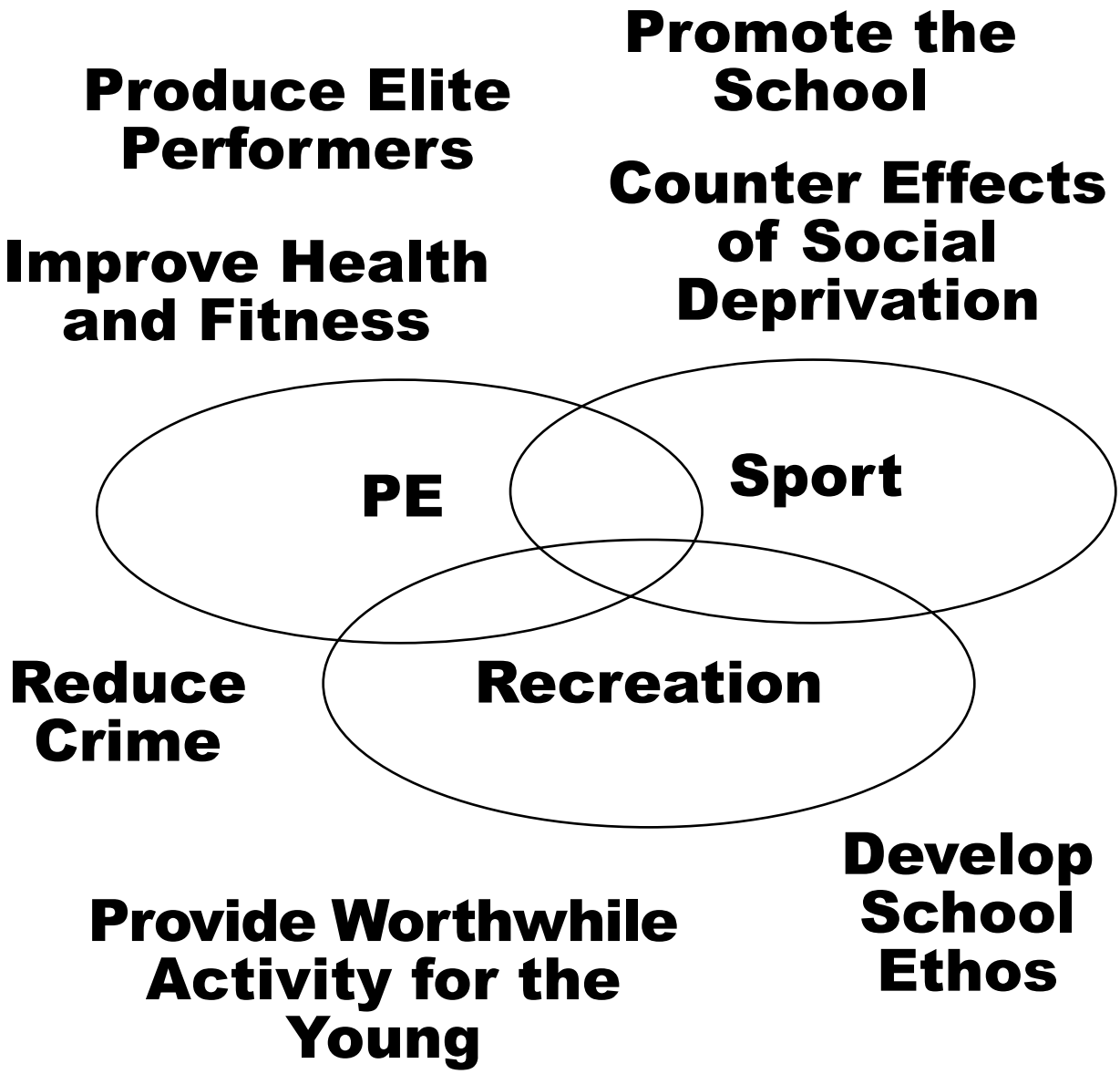
# Youth Sport Trust

# Sport England

# DfEE

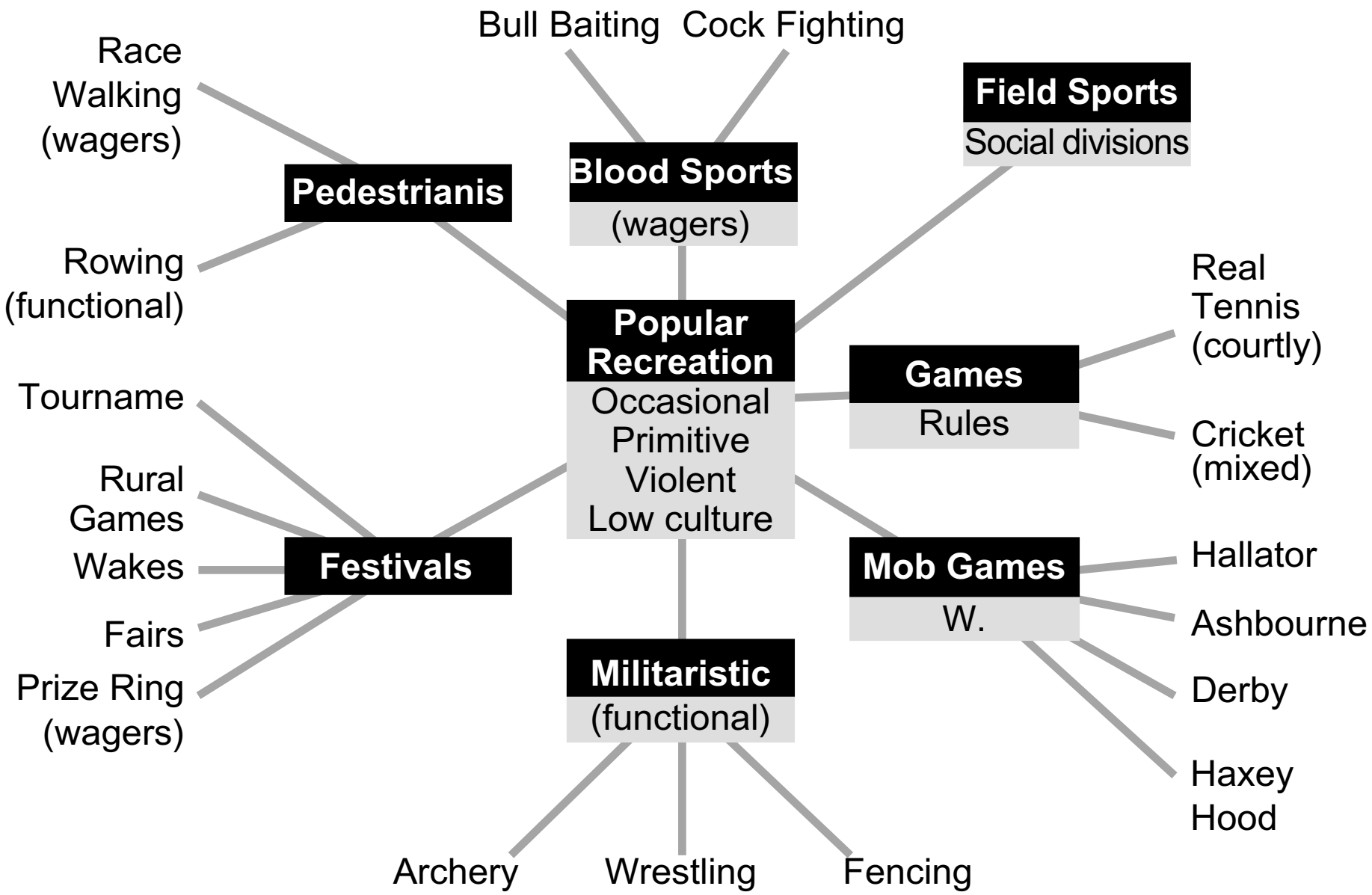
# Local Authorities and Government

Sportsmark
Sportsmark Gold
Awards for All
Active Schools
Coordinators
School Sport
Alliance
SPORT
SUPPORT
FOR
SCHOOLS
Extra Study
Support
Sports
Colleges
TOP
Programmes
Running Sport
for Schools




# THE EXPECTATIONS OF THE SCHOOL ACTIVITY EXPERIENCE

# Popular Recreation - Activities and Characteristics




Extending from Roman Times to 1800's. Still some surviving aspects - but rationalised, civilised. Very localised.

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# ‘Influences on the Development of Rational Recreation’

## INFLUENCING FACTORS – WHAT?

**Established Church**

**Armed Forces**

**Industrial/Business Managers**

**Railways**

**Local Government**

**Newspapers**

**British Empire/Colonial Service**

**Trades Unions**

**Roads**

**The Romantic/Countryside Movement**

**Universities**

# ‘Influences on the Development of Rational Recreation’

## INFLUENCING FACTORS – HOW?

**Formation of Sunday School based sports teams**

**Use of Church facilities and land for sporting and physical recreational purposes**

**Provision of inner city parks**

**Improved wealth of local/municipal government**

**Increased provision of municipal baths**

**Demands by the Trade Unions for a shorter working week**

**Granting of Saturday half days**

**Development of fixtures on regional basis**

**Development of YMCA physical recreation provision**

**Improved railway provision/network**

**Development of works based teams**

**Provision of recreational facilities for workers**

# ‘Influences on the Development of Rational Recreation’

## INFLUENCING FACTORS – HOW?
*cont.*

**Development of sport opportunities for Colonial administrators, diplomats and military personnel**

**Playing with or against members of the indigenous population in a colony.**

**Use of sports reports and eventually photographs in newspapers/pocket journals**

**Attendance at sports fixtures as a spectator**

**Formation of sports teams in the army and navy bases/regiments etc**

**Railways allowed greater access to hills and mountains by ramblers and mountaineers**

**Gradual increase in wealth allowed increasing numbers of people and social classes to engage in recreational activities.**

**Development of the use of the bicycle – means of transport and recreation**

# ‘Influences on the Development of Rational Recreation’

## INFLUENCING FACTORS – WHY?

**Desire to increase attendance at church by the young working classes**

**Middle class Christian concern for the welfare of the poor**

**Deter working classes from drinking in public houses**

**Reduce possibility of working class revolt by assimilation of middle class values**

**Desire for a fitter healthier workforce**

**Development of feelings of loyalty, team work improvement in worker morale etc.**

**As an expression of British cultural dominance**

**To replicate opportunities from home when abroad**

**To reduce possibilities of colonial revolt by assimilating into British culture**

**To sell newspapers to a greater range of people**

*continued....*

# ‘Influences on the Development of Rational Recreation’

## INFLUENCING FACTORS – WHY?
*cont.*

**Development of regional/national competitions – raise standards**

**Use time off to watch sports fixtures (home and away)**

**Desire to return to rural roots, escape the cities**

**Improve the health and discipline of the soldiers**

**Desire to improve health and welfare of the poor through public provision**

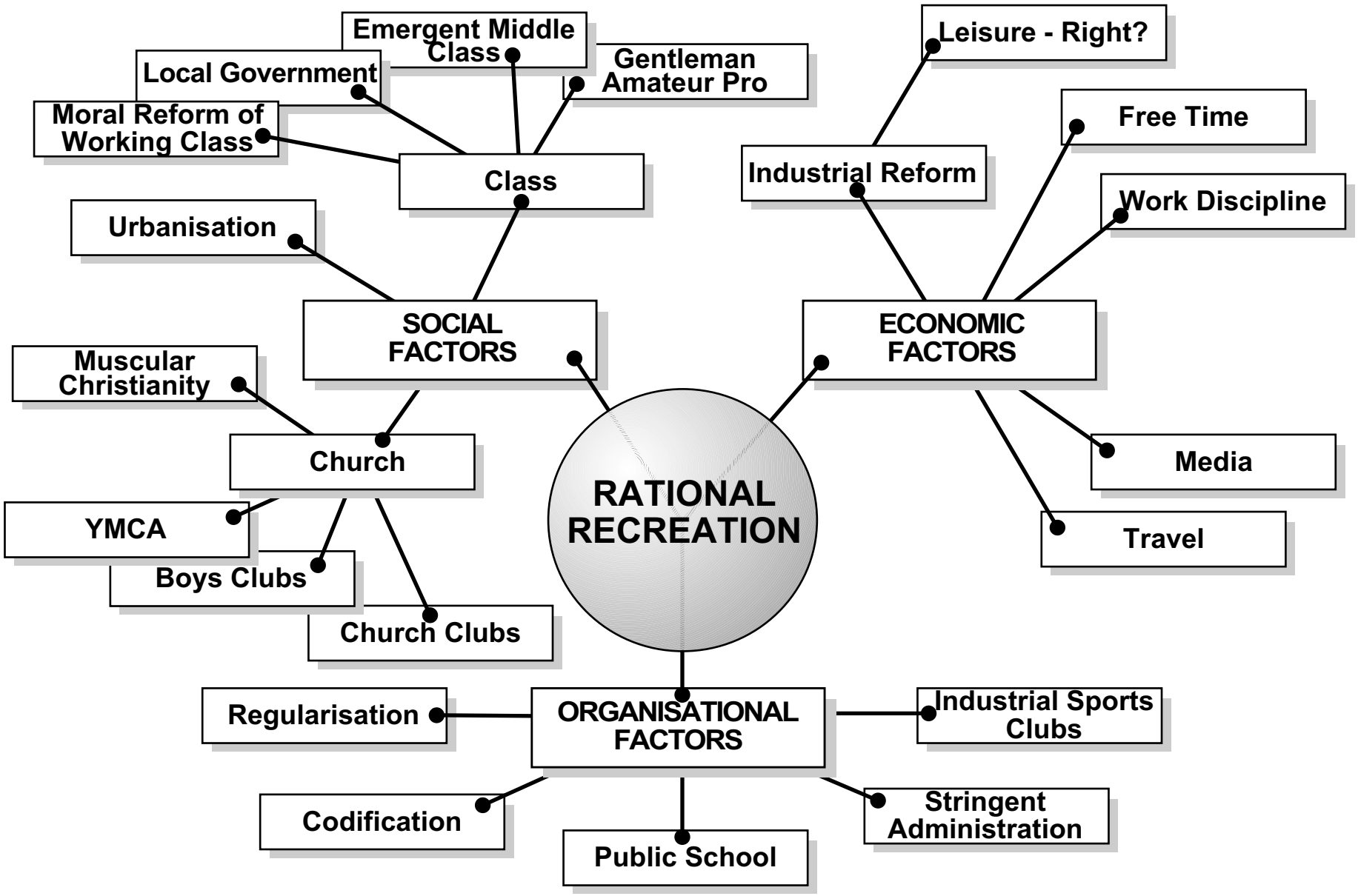
**Students wished to play agreed versions and also against outside clubs**

**Improvement in working conditions and rewards for working people**

**Desire by working class to have recreational opportunities like the middle class**

**Improve comradeship in the armed forces**

# The Development of Sport & Recreation in a **Respectable** Form

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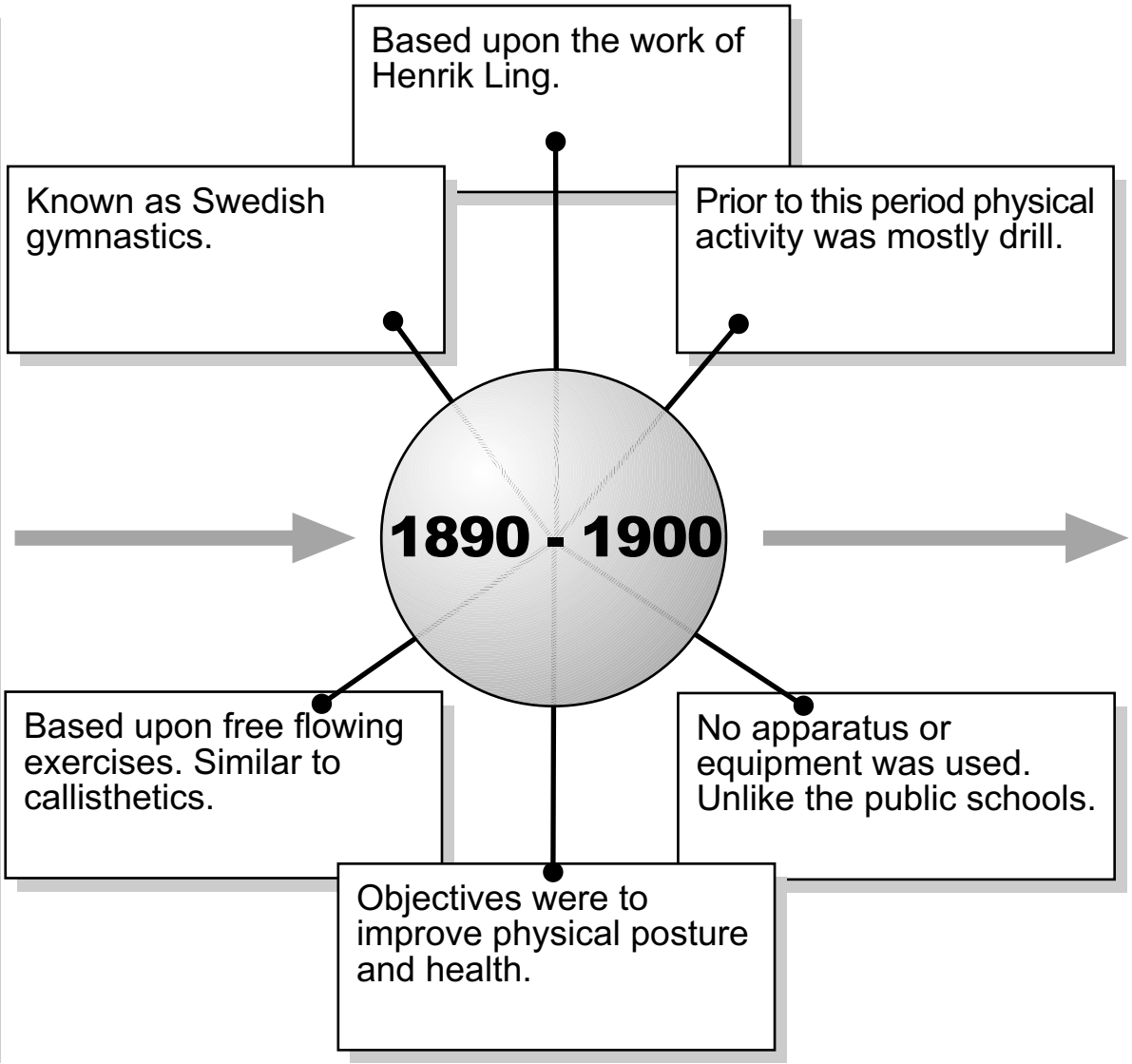
# Middle Class/ Working Class Opportunity Provision – End of the 19th Century

| MIDDLE CLASS | WORKING CLASS |
|---|---|
| Use of private clubs - tennis, golf, etc. | Some, and improving, provision through municipal parks and baths |
| Membership of clubs socially restricted | Some provision made available by patronage from employers - works teams, facilities |
| Greater economic resources allowed more access for activities e.g. mountaineering, golf | Less economic resources although a gradual (even if uneven) improvement in general economic wealth with the more educated/skilled workers benefitting first. |
| Shorter working hours - more leisure time | Working hours gradually reduced starting with clerks and administrators then through the skilled workers, semi skilled, unskilled etc. |
| Middle class women had the time but had to battle to get the right to active leisure due to social restrictions | Working class women last to benefit |
| Ability to meet the strict 'amateur' criteria | Could not afford to lose pay to play. Through the nature of their education & employment would fail to gain access to certain competitions and clubs |
| Preparation for the cultural values, skills and knowledge of sports from public/private schools | Elementary schools gave no preparation for sport/physical recreation |
| Physical recreation sport was seen as a benefit and as a right. Seen to be an essential part of the development of a class born to lead. | Recreation seen as a means to an end & as a rewardfor the working class. Used to develop discipline, fitness, loyalty/subservience & as means of developing middle class values. |
| Provision often throughj Old boys teams eyc maintaining social links & developing networks | Provision through charitable institutions such as the church |

# 1890 - 1902 Elementary Schools Physical Activity - Process of Change

**CHANGE**

Prior to this period the only physical activity in schools if at all was some rudimentary drill.


Based upon the work of Henrik Ling.
Known as Swedish gymnastics.
Prior to this period physical activity was mostly drill.
1890 - 1900
Based upon free flowing exercises. Similar to callisthetics.
No apparatus or equipment was used. Unlike the public schools.
Objectives were to improve physical posture and health.

**CHANGE**

Britain lost the Boer War

Blamed on the lack of fitness on the working class recruits.

And on the lack of discipline

And general unhealthyness

This was blamed on the Swedish gymnastics being taught in elementary schools.

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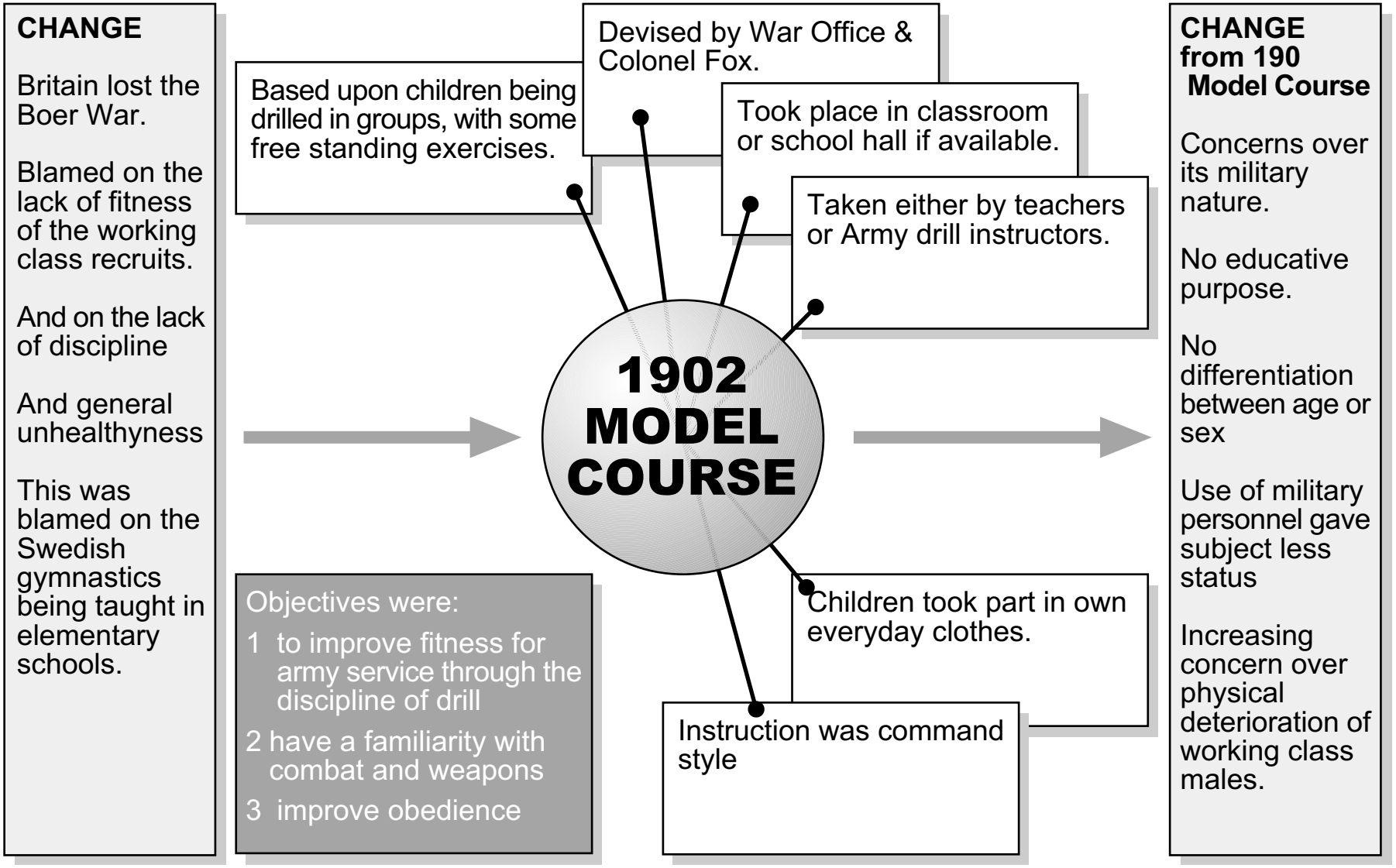
# 1890 - 1902 Elementary Schools Physical Activity - Process of Change


CHANGE
Britain lost the Boer War.
Blamed on the lack of fitness of the working class recruits.
And on the lack of discipline
And general unhealthyness
This was blamed on the Swedish gymnastics being taught in elementary schools.
Based upon children being drilled in groups, with some free standing exercises.
Devised by War Office & Colonel Fox.
Took place in classroom or school hall if available.
Taken either by teachers or Army drill instructors.
1902 MODEL COURSE
Objectives were:
1 to improve fitness for army service through the discipline of drill
2 have a familiarity with combat and weapons
3 improve obedience
Children took part in own everyday clothes.
Instruction was command style
CHANGE from 190 Model Course
Concerns over its military nature.
No educative purpose.
No differentiation between age or sex
Use of military personnel gave subject less status
Increasing concern over physical deterioration of working class males.

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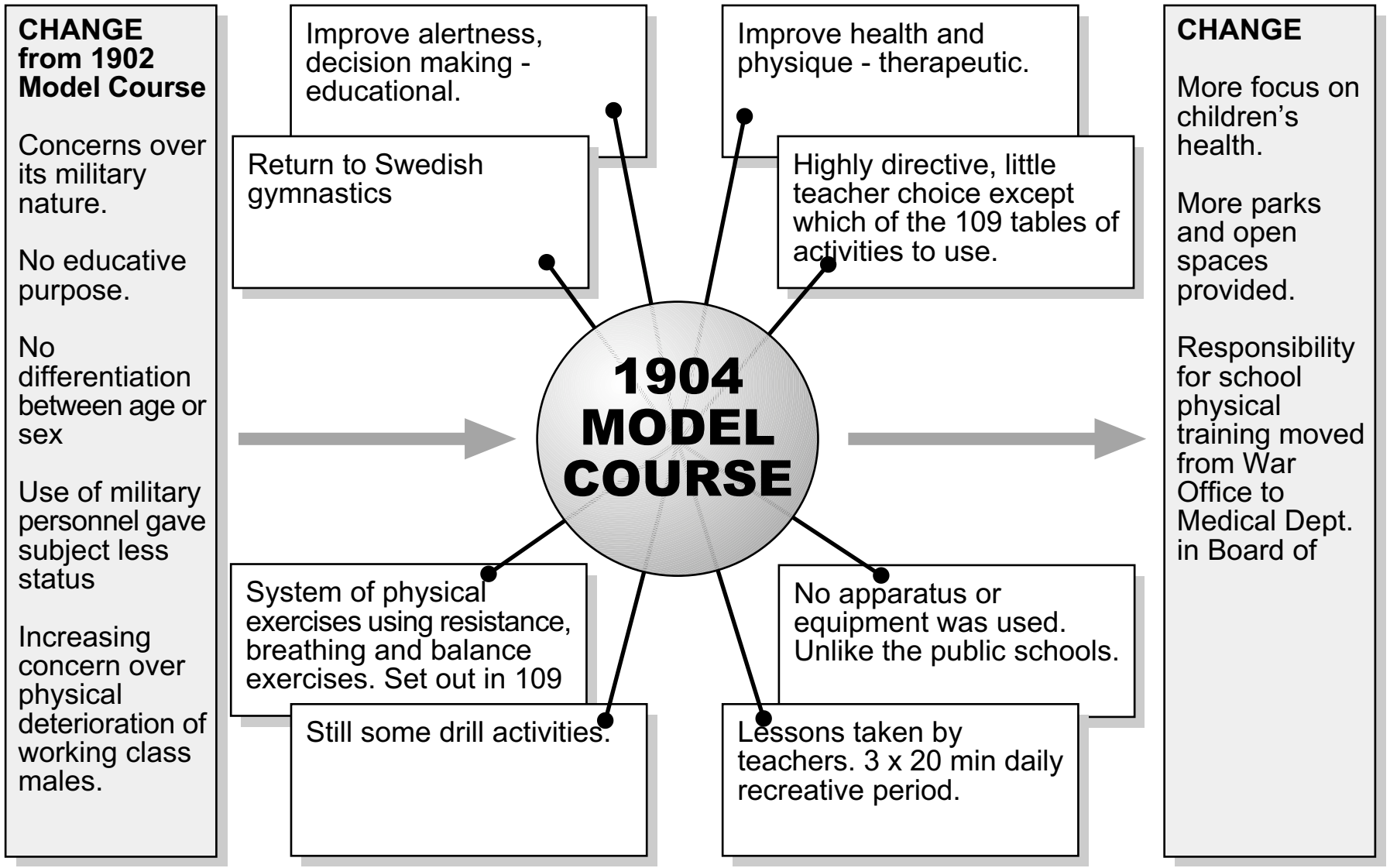
# 1902 - 1909 State Schools Physical Activity - Process of Change


CHANGE from 1902 Model Course
Concerns over its military nature.
No educative purpose.
No differentiation between age or sex
Use of military personnel gave subject less status
Increasing concern over physical deterioration of working class males.
Improve alertness, decision making - educational.
Improve health and physique - therapeutic.
Return to Swedish gymnastics
Highly directive, little teacher choice except which of the 109 tables of activities to use.
1904 MODEL COURSE
System of physical exercises using resistance, breathing and balance exercises. Set out in 109
No apparatus or equipment was used. Unlike the public schools.
Still some drill activities.
Lessons taken by teachers. 3 x 20 min daily recreative period.
CHANGE
More focus on children's health.
More parks and open spaces provided.
Responsibility for school physical training moved from War Office to Medical Dept. in Board of

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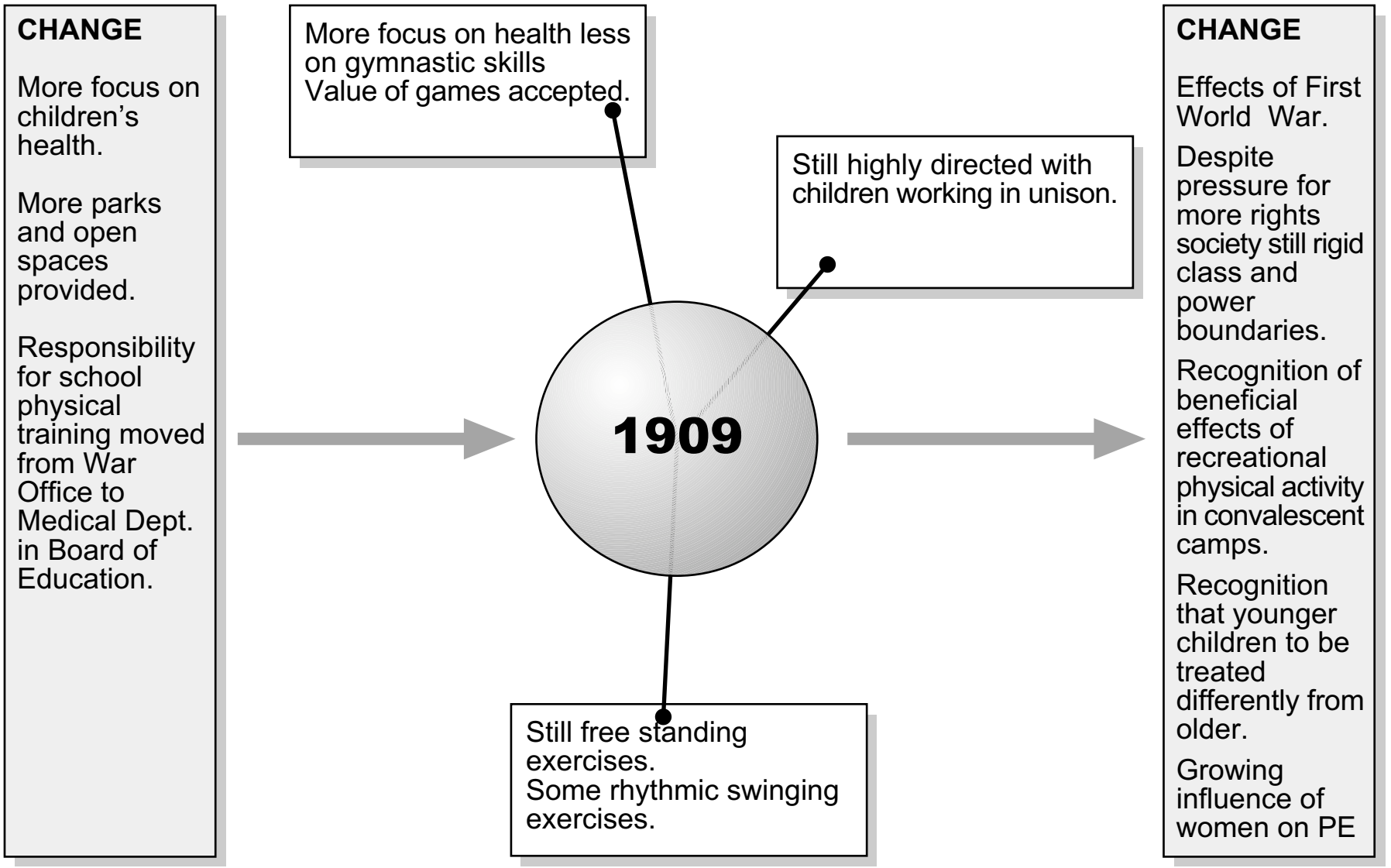
# 1902 - 1909 State Schools Physical Activity - Process of Change


CHANGE
More focus on children's health.
More parks and open spaces provided.
Responsibility for school physical training moved from War Office to Medical Dept. in Board of Education.
More focus on health less on gymnastic skills
Value of games accepted.
Still highly directed with children working in unison.
1909
Still free standing exercises.
Some rhythmic swinging exercises.
CHANGE
Effects of First World War.
Despite pressure for more rights society still rigid class and power boundaries.
Recognition of beneficial effects of recreational physical activity in convalescent camps.
Recognition that younger children to be treated differently from older.
Growing influence of women on PE

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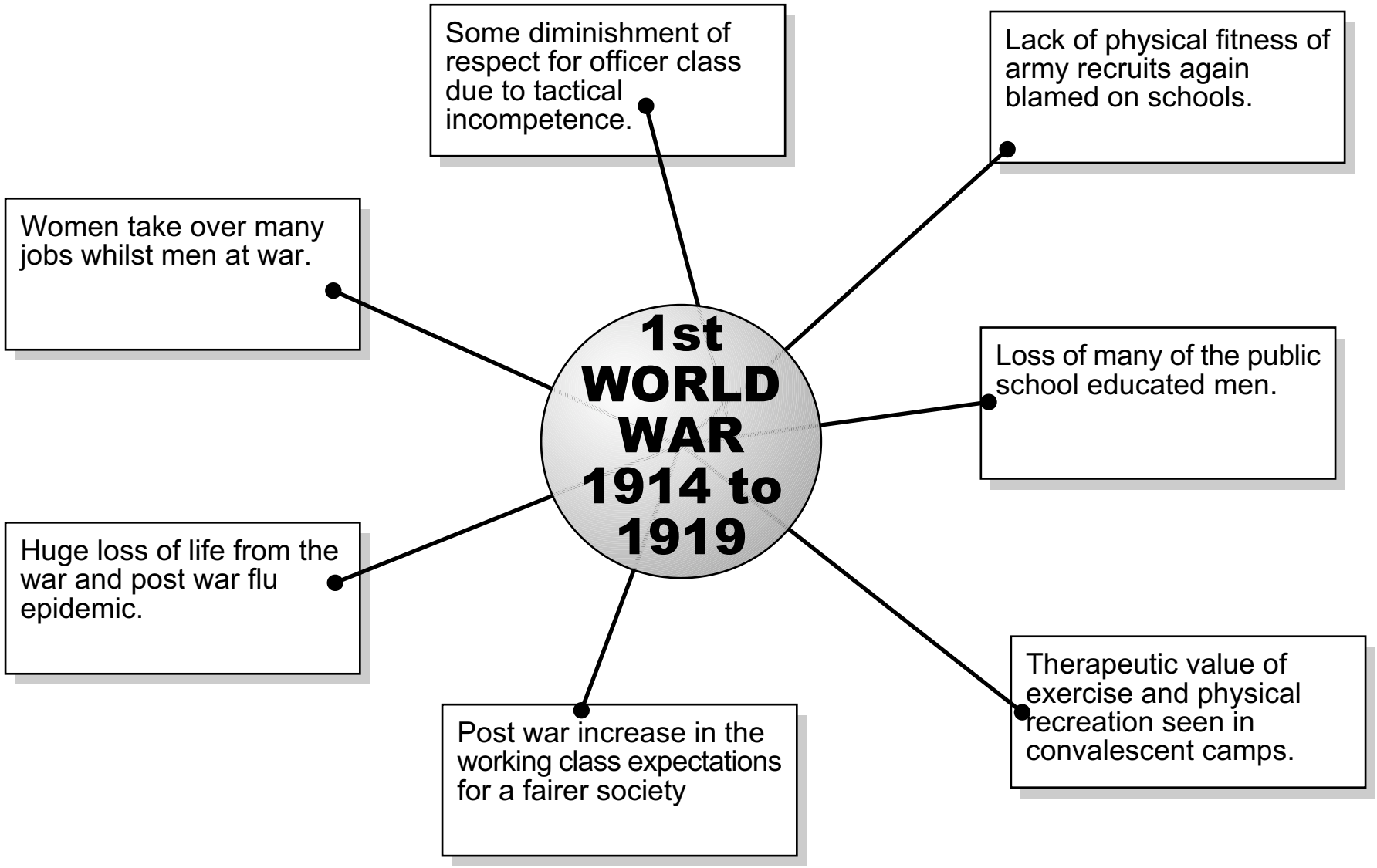
# Impact of First World War


1st WORLD WAR 1914 to 1919
Some diminishment of respect for officer class due to tactical incompetence.
Lack of physical fitness of army recruits again blamed on schools.
Women take over many jobs whilst men at war.
Loss of many of the public school educated men.
Huge loss of life from the war and post war flu epidemic.
Therapeutic value of exercise and physical recreation seen in convalescent camps.
Post war increase in the working class expectations for a fairer society

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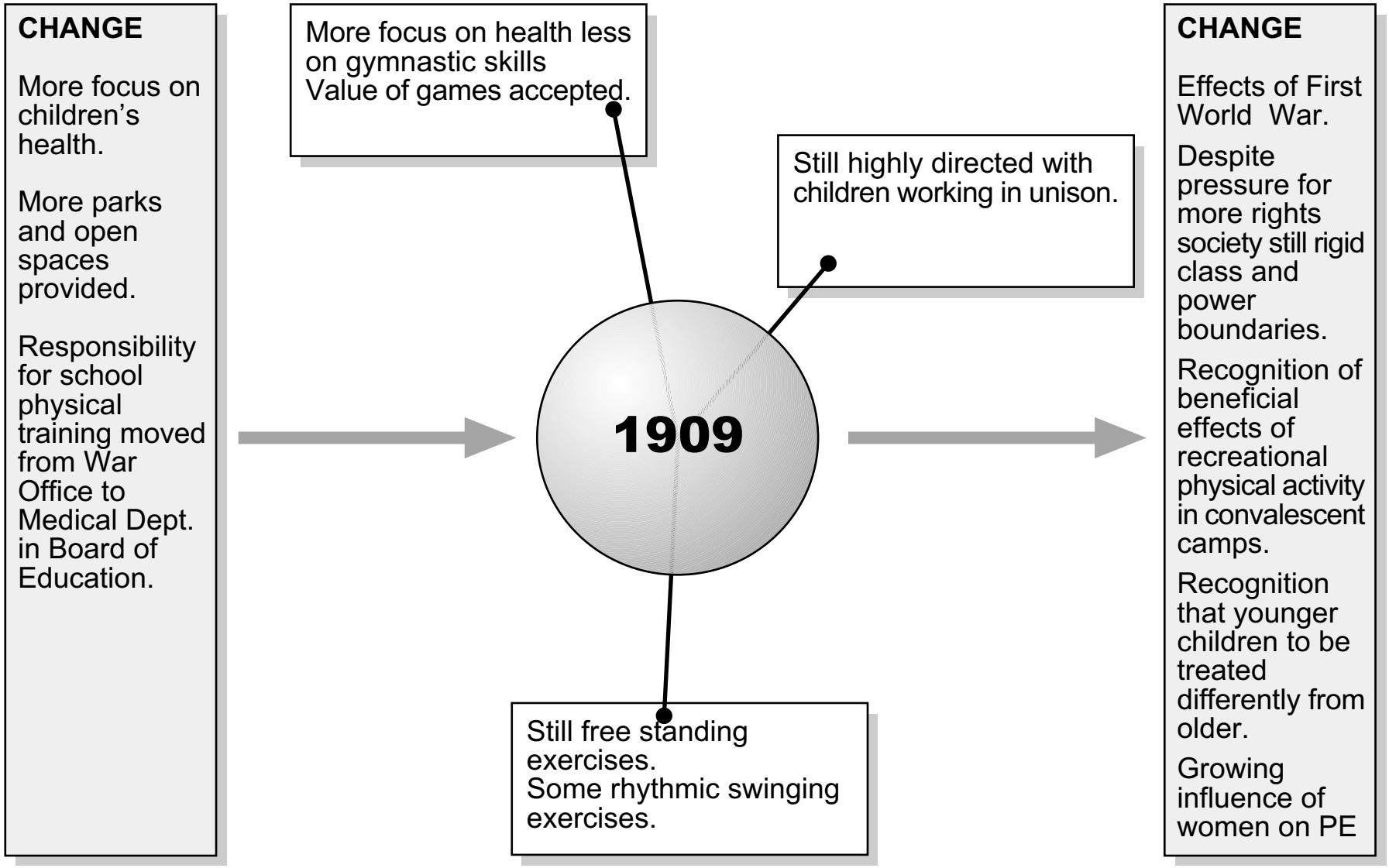
# 1902 - 1909 State Schools Physical Activity - Process of Change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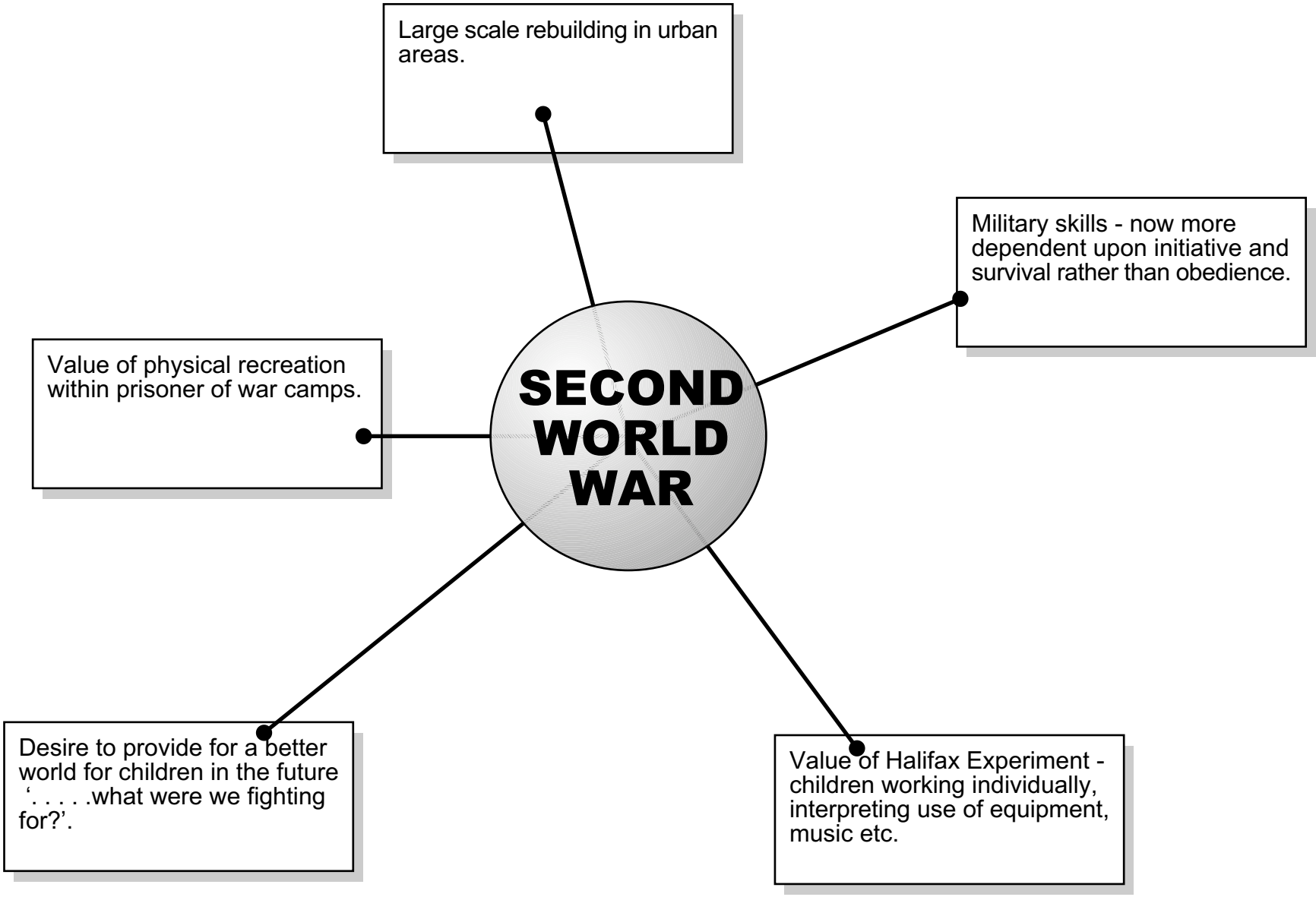
# Effects of World War Two 1939 - 1945


SECOND WORLD WAR
Large scale rebuilding in urban areas.
Military skills - now more dependent upon initiative and survival rather than obedience.
Value of physical recreation within prisoner of war camps.
Desire to provide for a better world for children in the future '. . . . .what were we fighting for?'.
Value of Halifax Experiment - children working individually, interpreting use of equipment, music etc.

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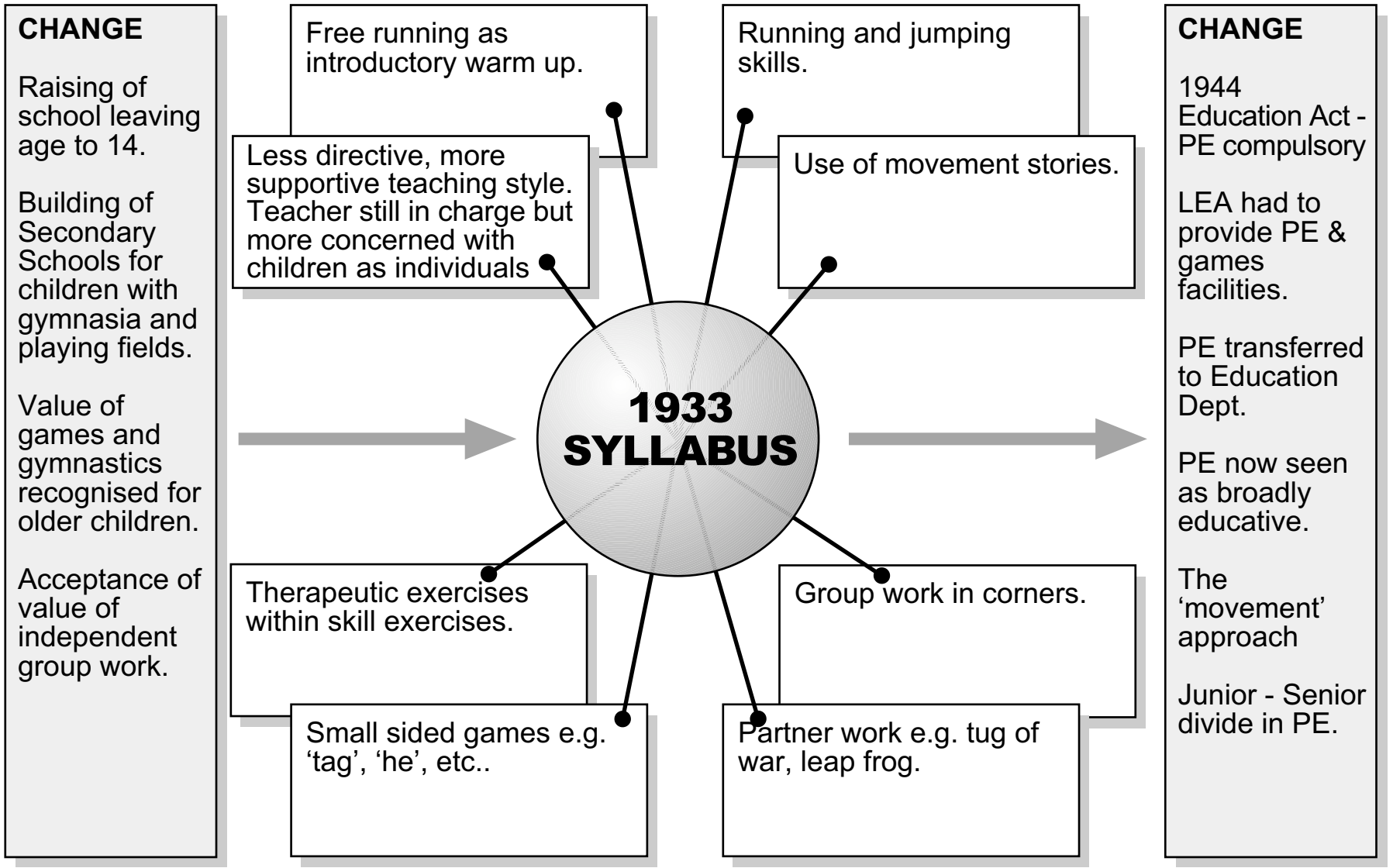
# 1930 - 1952 State School Physical Education - Process of Change


CHANGE
Raising of school leaving age to 14.
Building of Secondary Schools for children with gymnasia and playing fields.
Value of games and gymnastics recognised for older children.
Acceptance of value of independent group work.
Free running as introductory warm up.
Running and jumping skills.
Less directive, more supportive teaching style. Teacher still in charge but more concerned with children as individuals
Use of movement stories.
1933 SYLLABUS
Therapeutic exercises within skill exercises.
Group work in corners.
Small sided games e.g. 'tag', 'he', etc..
Partner work e.g. tug of war, leap frog.
CHANGE
1944 Education Act - PE compulsory
LEA had to provide PE & games facilities.
PE transferred to Education Dept.
PE now seen as broadly educative.
The 'movement' approach
Junior - Senior divide in PE.

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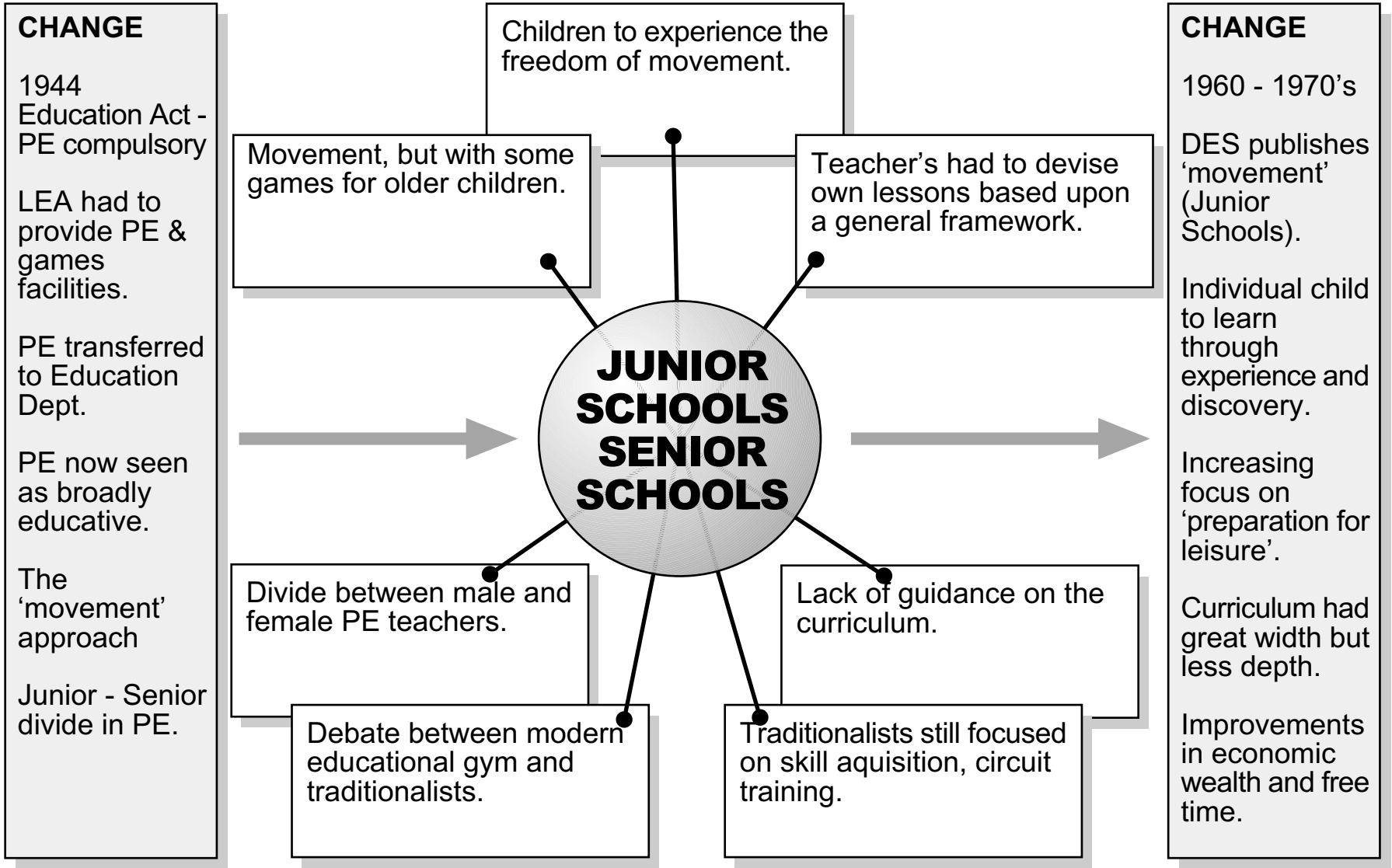
# 1952 - 1970 State School Physical Education - Process of Change


CHANGE
1944 Education Act - PE compulsory
LEA had to provide PE & games facilities.
PE transferred to Education Dept.
PE now seen as broadly educative.
The 'movement' approach
Junior - Senior divide in PE.
Children to experience the freedom of movement.
Movement, but with some games for older children.
Teacher's had to devise own lessons based upon a general framework.
JUNIOR SCHOOLS
SENIOR SCHOOLS
Divide between male and female PE teachers.
Debate between modern educational gym and traditionalists.
Lack of guidance on the curriculum.
Traditionalists still focused on skill aquisition, circuit training.
CHANGE
1960 - 1970's
DES publishes 'movement' (Junior Schools).
Individual child to learn through experience and discovery.
Increasing focus on 'preparation for leisure'.
Curriculum had great width but less depth.
Improvements in economic wealth and free time.

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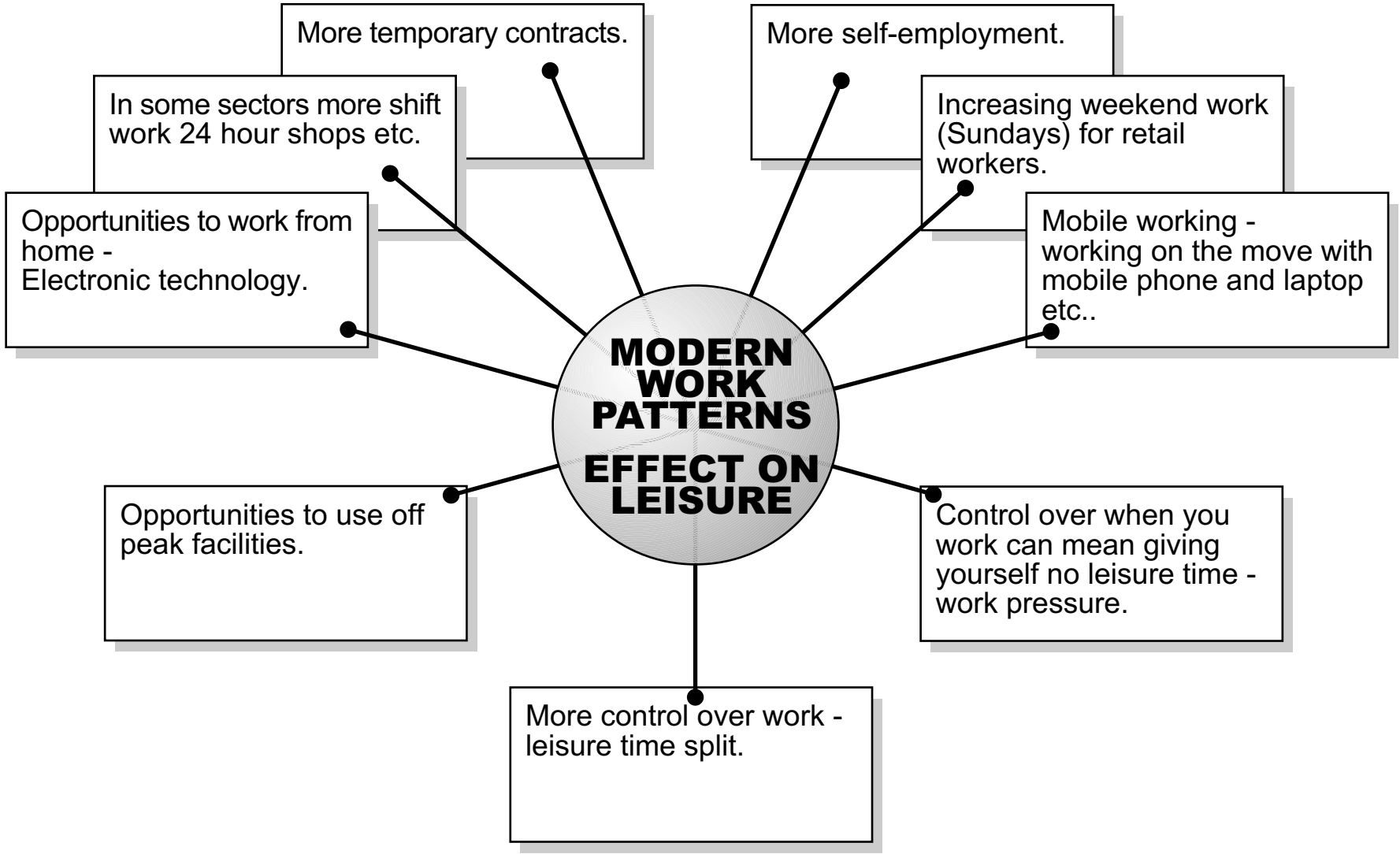
# Changing Work Patterns and the Effect on Leisure Opportunities


More temporary contracts.
More self-employment.
In some sectors more shift work 24 hour shops etc.
Increasing weekend work (Sundays) for retail workers.
Opportunities to work from home - Electronic technology.
Mobile working - working on the move with mobile phone and laptop etc..
MODERN WORK PATTERNS
EFFECT ON LEISURE
Opportunities to use off peak facilities.
Control over when you work can mean giving yourself no leisure time - work pressure.
More control over work - leisure time split.

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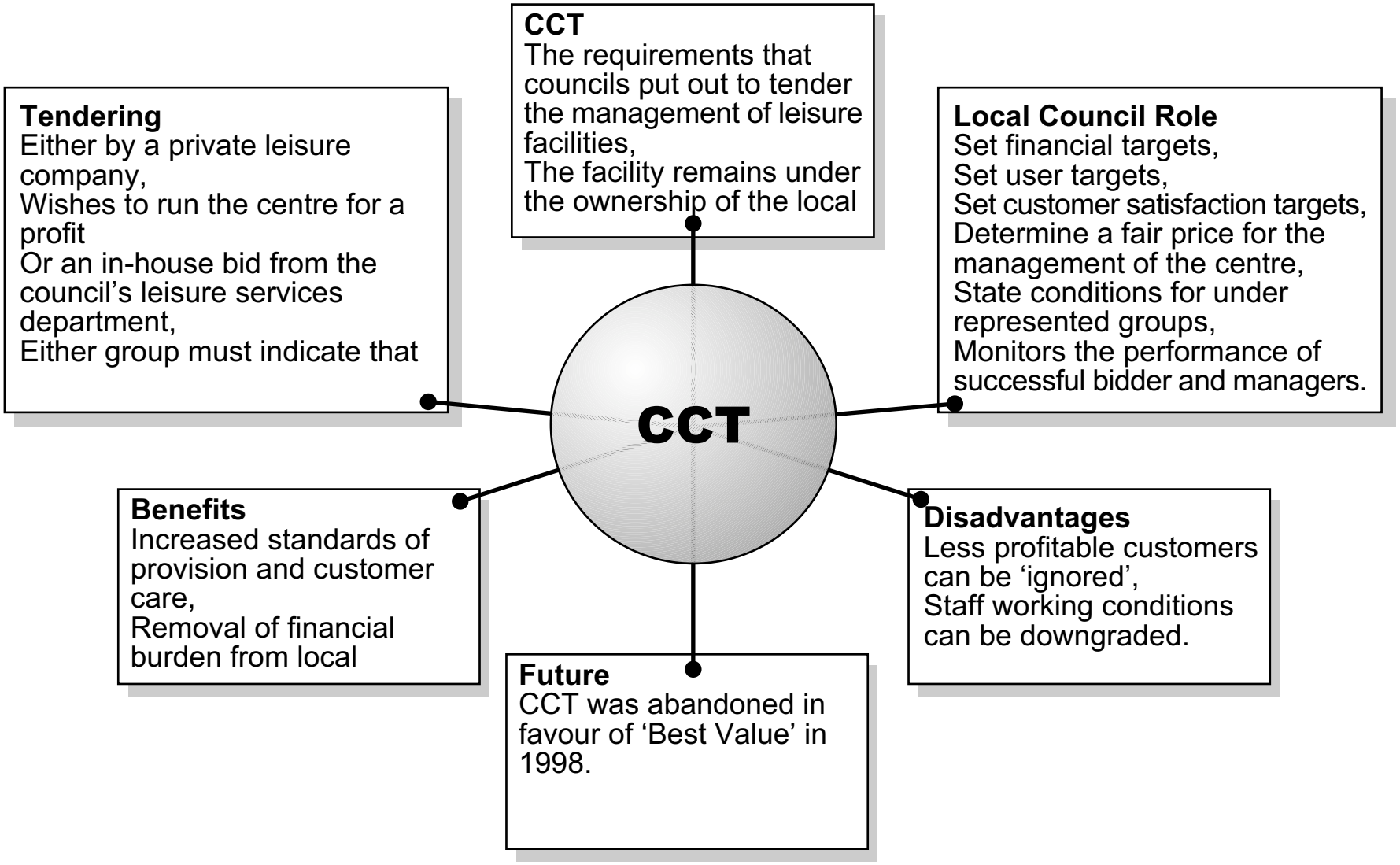
# Compulsory Competitive Tendering


CCT
CCT
The requirements that councils put out to tender the management of leisure facilities,
The facility remains under the ownership of the local
Tendering
Either by a private leisure company,
Wishes to run the centre for a profit
Or an in-house bid from the council's leisure services department,
Either group must indicate that
Local Council Role
Set financial targets,
Set user targets,
Set customer satisfaction targets,
Determine a fair price for the management of the centre,
State conditions for under represented groups,
Monitors the performance of successful bidder and managers.
Benefits
Increased standards of provision and customer care,
Removal of financial burden from local
Disadvantages
Less profitable customers can be 'ignored',
Staff working conditions can be downgraded.
Future
CCT was abandoned in favour of 'Best Value' in 1998.

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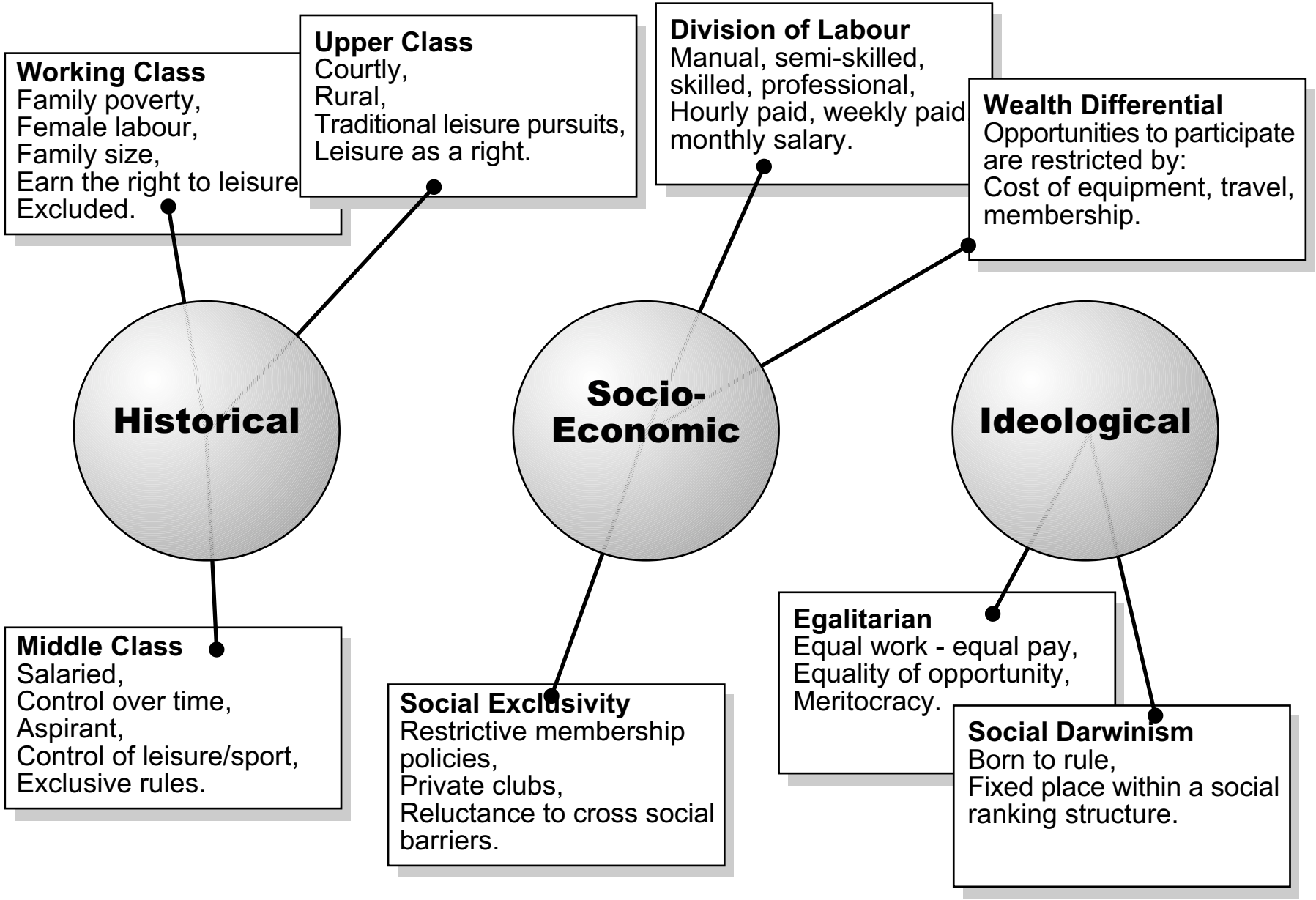
# Barriers to Participation - Class

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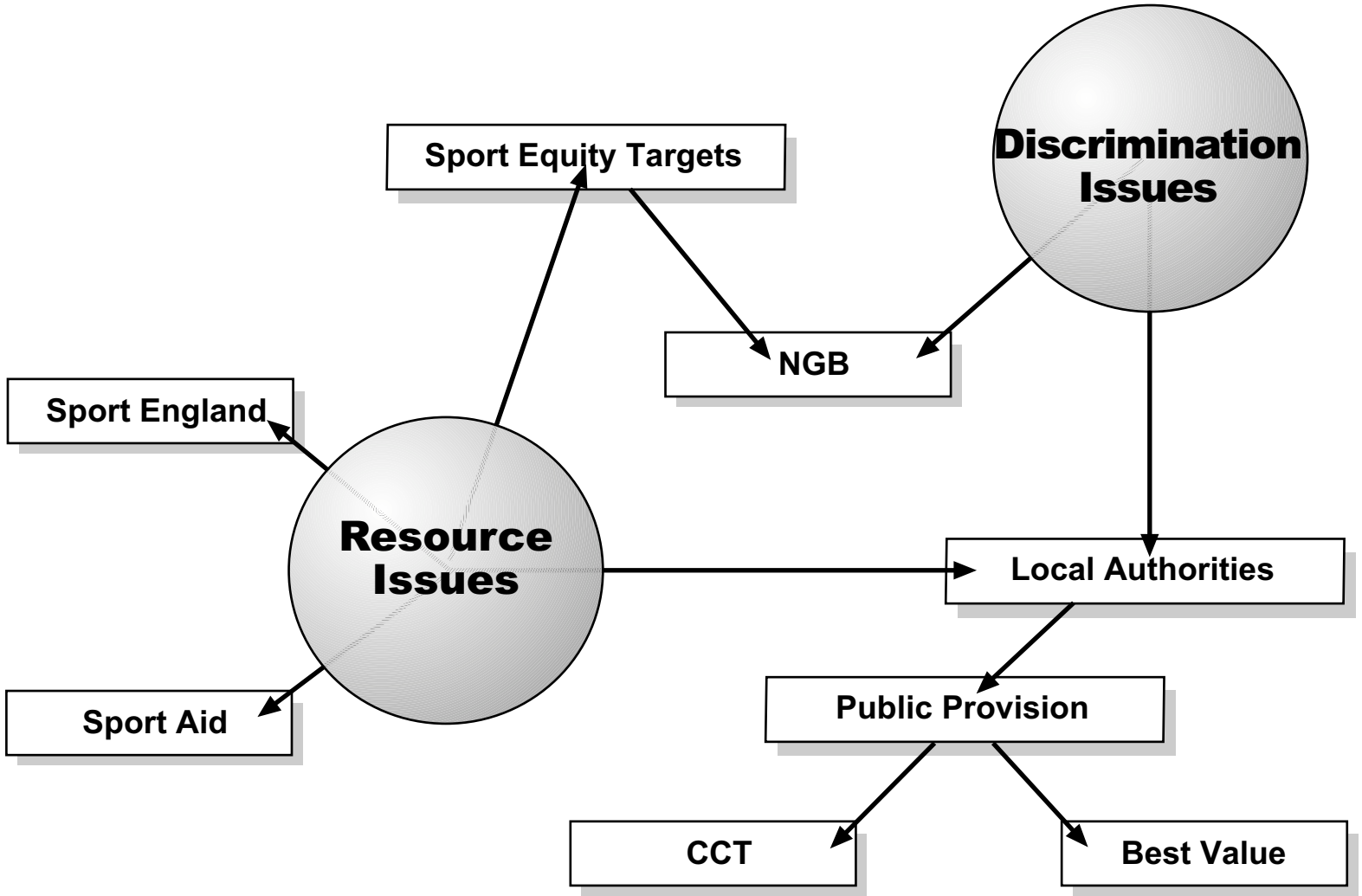
# Overcoming the Socio-Economic Barrier

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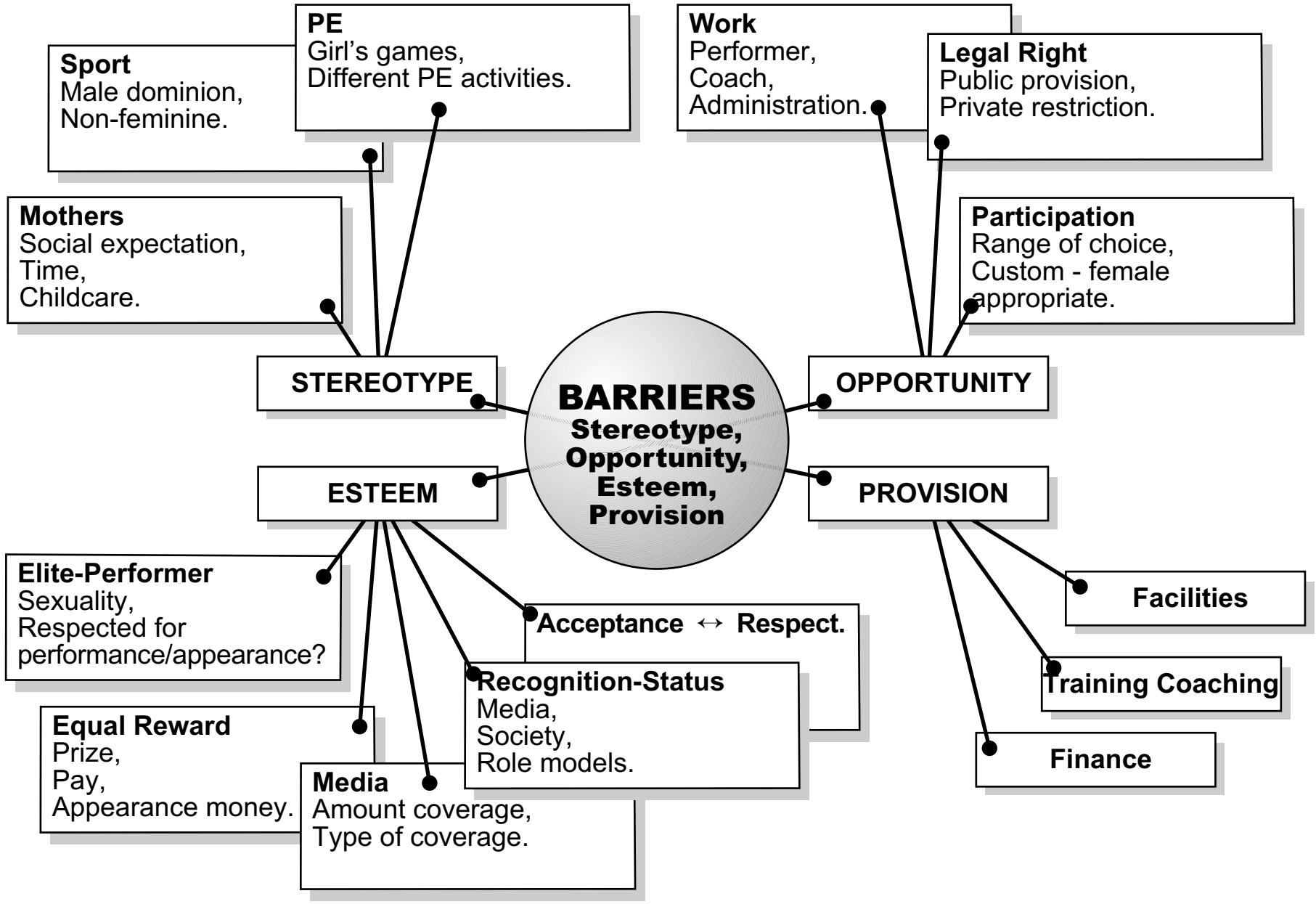
# Barriers to Participation - Sexism

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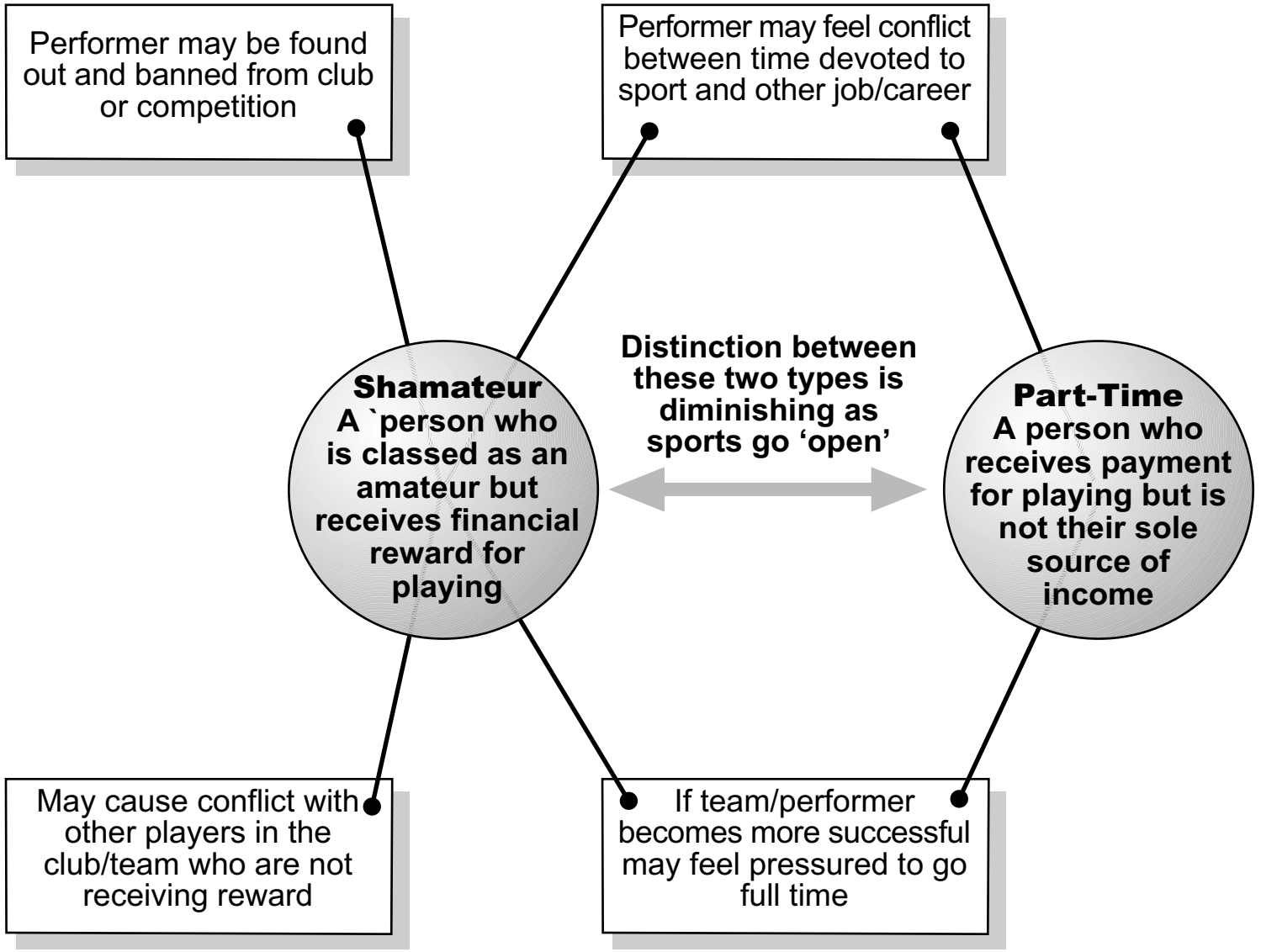
# Amateurism, Shamateurism & Professionalism


Performer may be found out and banned from club or competition
Performer may feel conflict between time devoted to sport and other job/career
Shamateur
A `person who is classed as an amateur but receives financial reward for playing
Distinction between these two types is diminishing as sports go 'open'
Part-Time
A person who receives payment for playing but is not their sole source of income
May cause conflict with other players in the club/team who are not receiving reward
If team/performer becomes more successful may feel pressured to go full time

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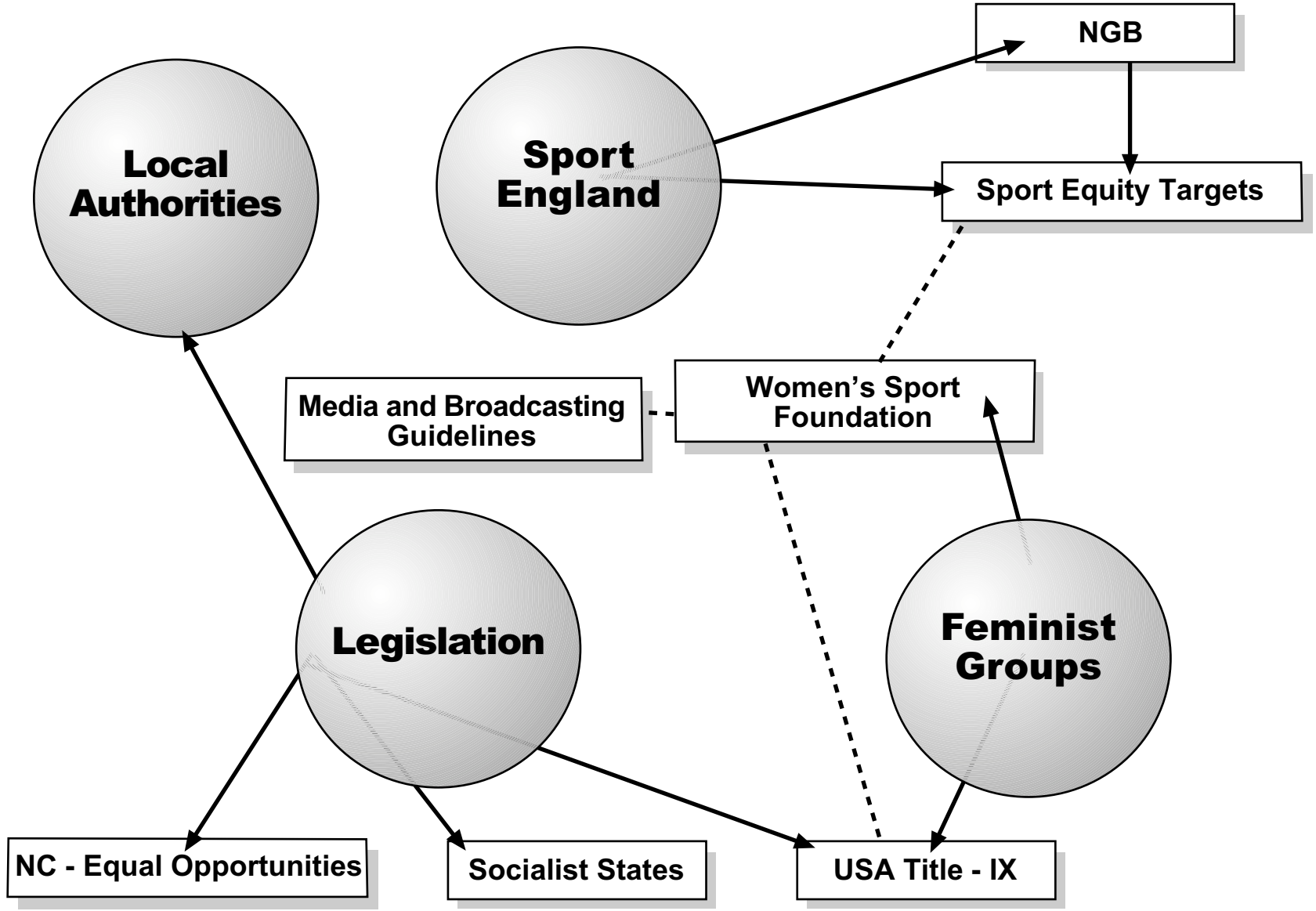
# Overcoming the Barrier of Sexism

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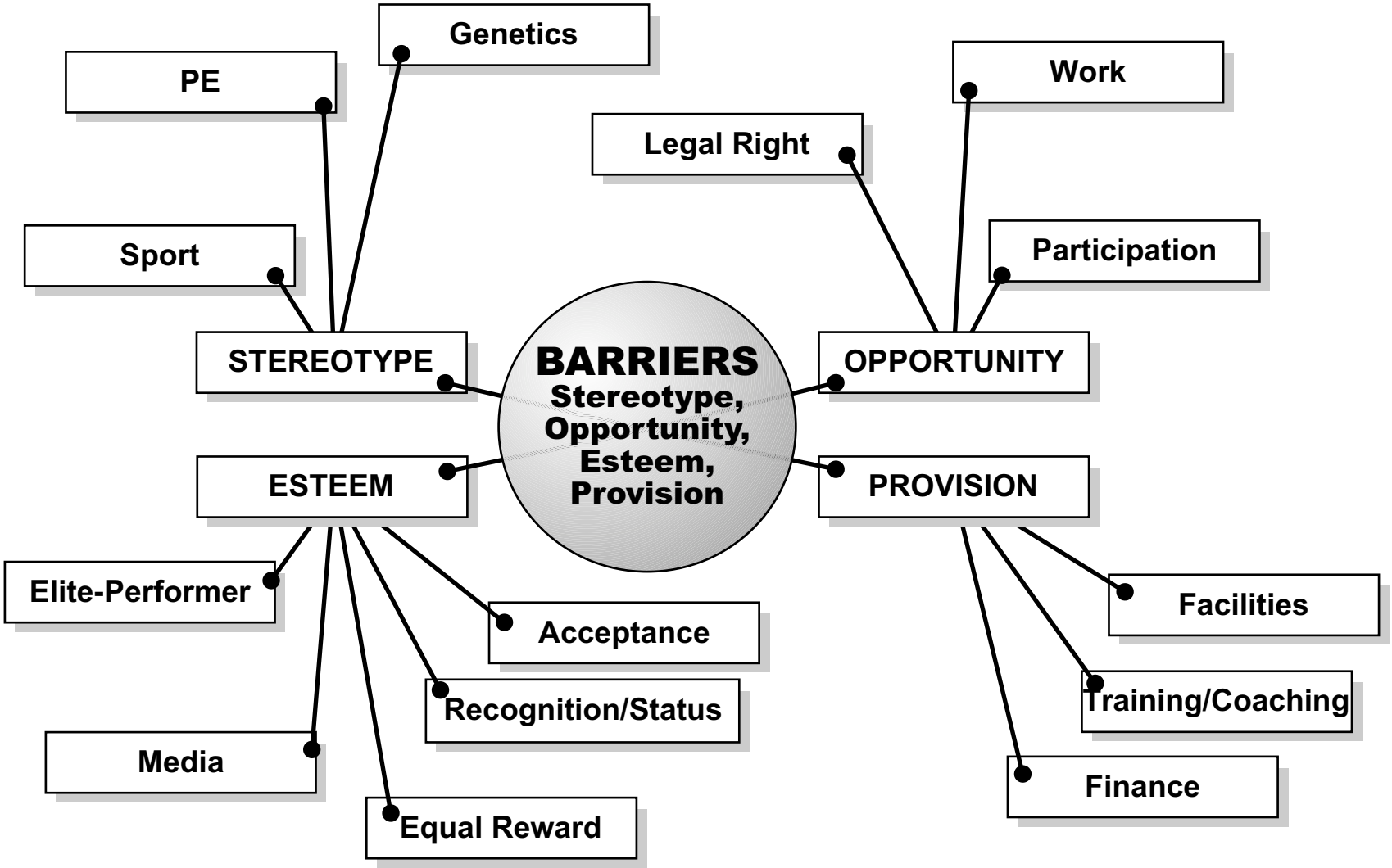
# Barrier to Participation - Racism

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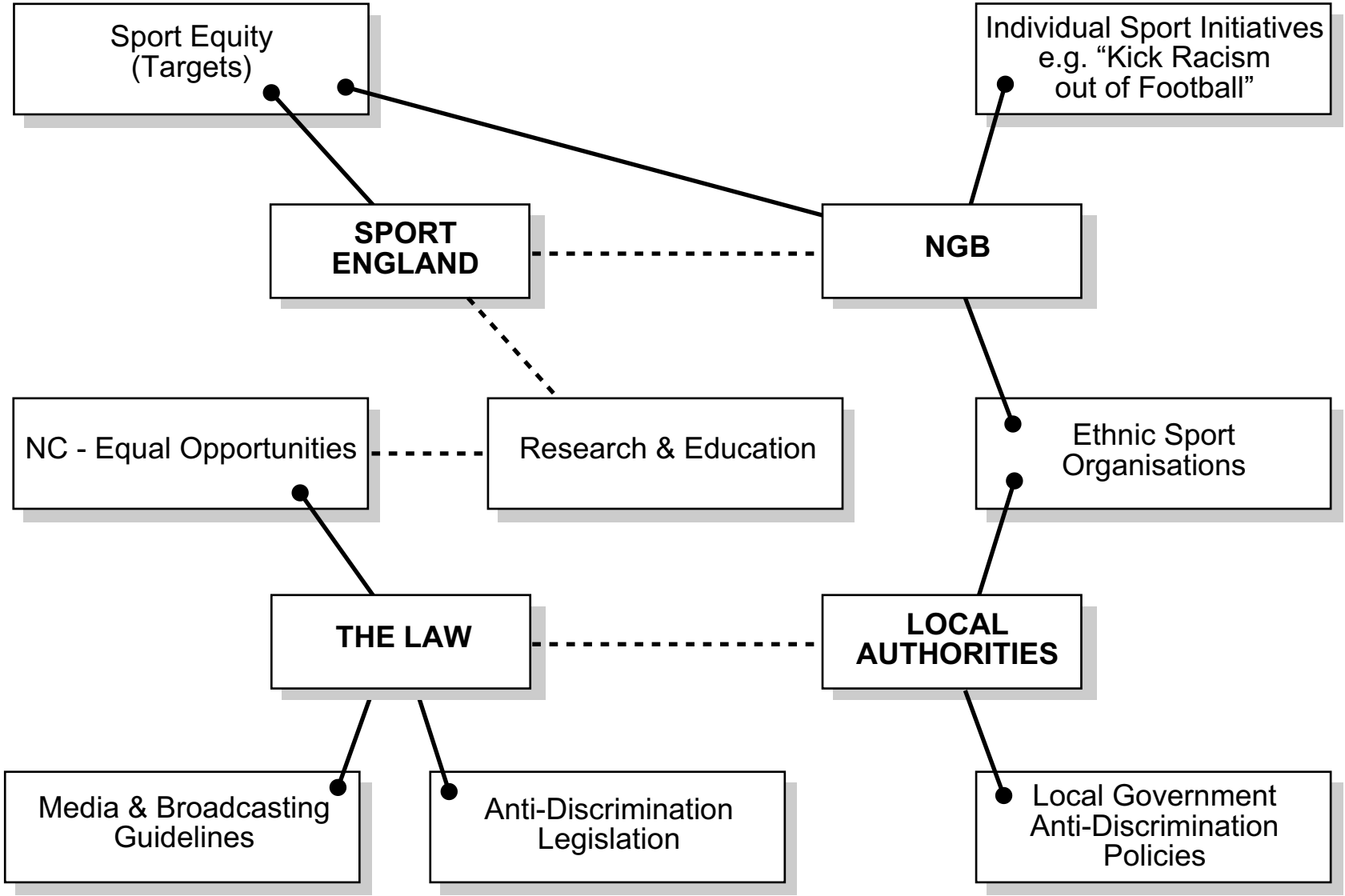
# Overcoming the Barrier of Racism

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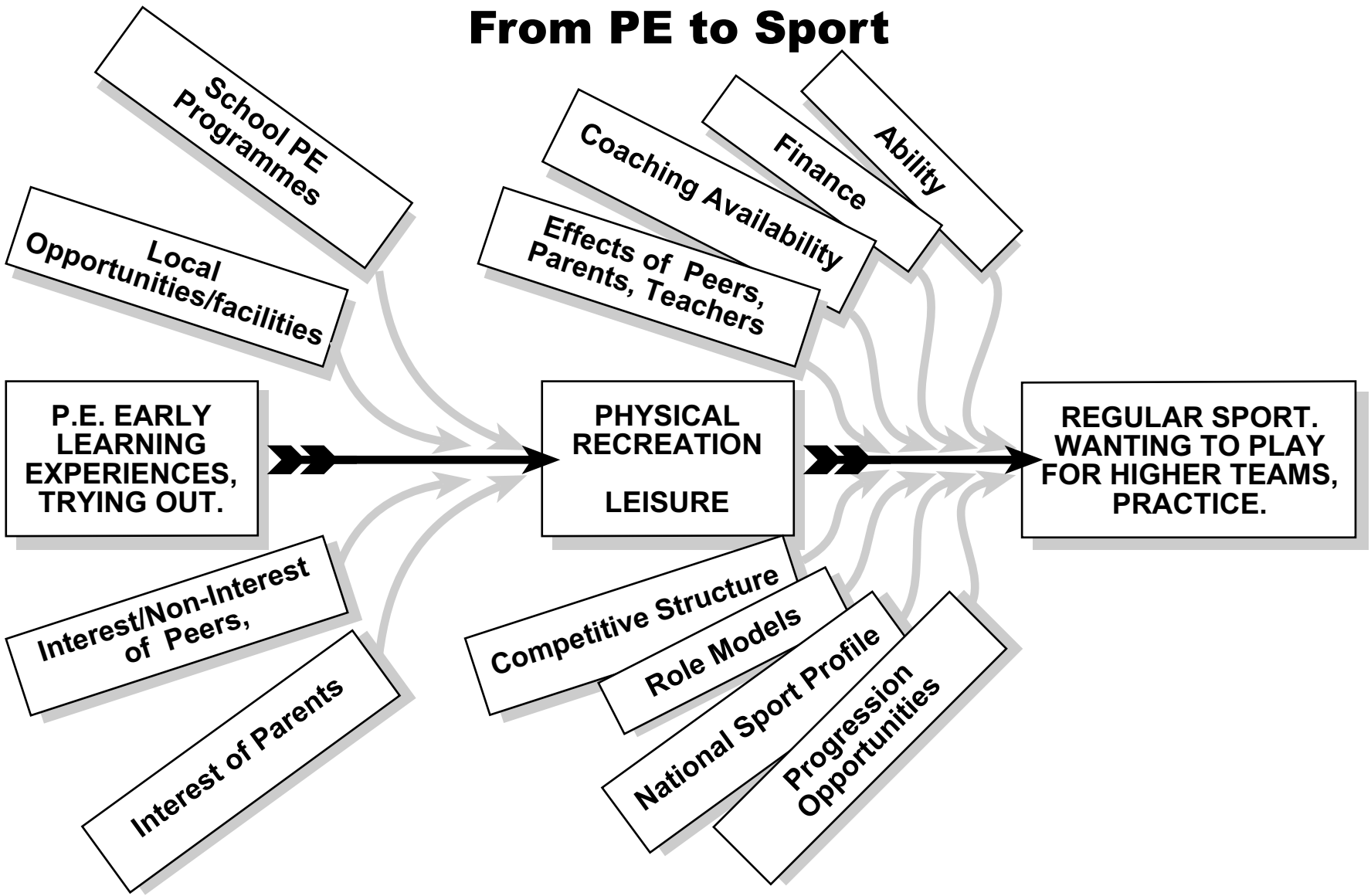
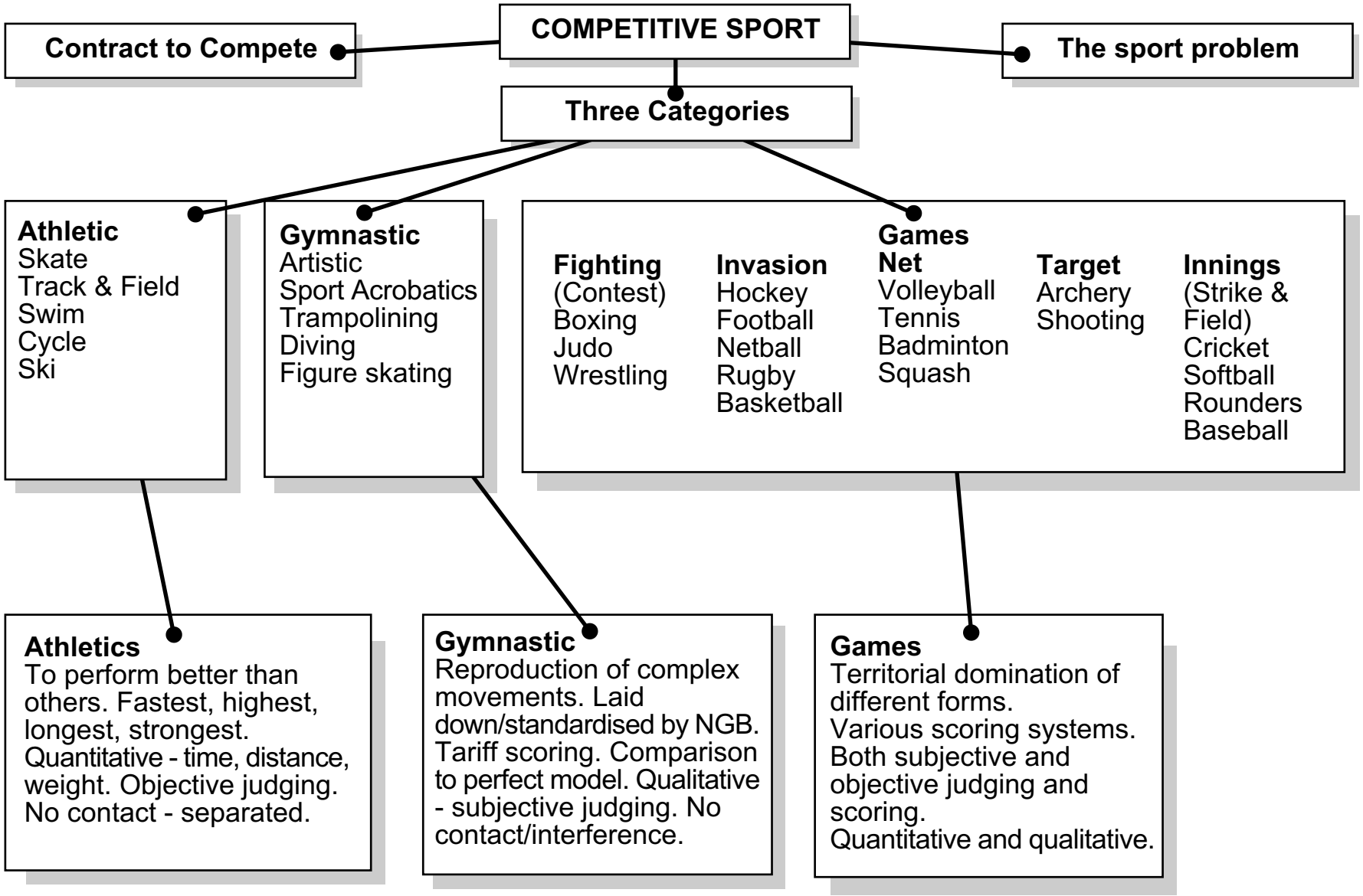

From PE to Sport
School PE Programmes
Local Opportunities/facilities
Coaching Availability
Finance
Ability
Effects of Peers, Parents, Teachers
P.E. EARLY LEARNING EXPERIENCES, TRYING OUT.
PHYSICAL RECREATION
LEISURE
REGULAR SPORT. WANTING TO PLAY FOR HIGHER TEAMS, PRACTICE.
Interest/Non-Interest of Peers,
Interest of Parents
Competitive Structure
Role Models
National Sport Profile
Progression Opportunities

# Competitive Sport - an Analysis

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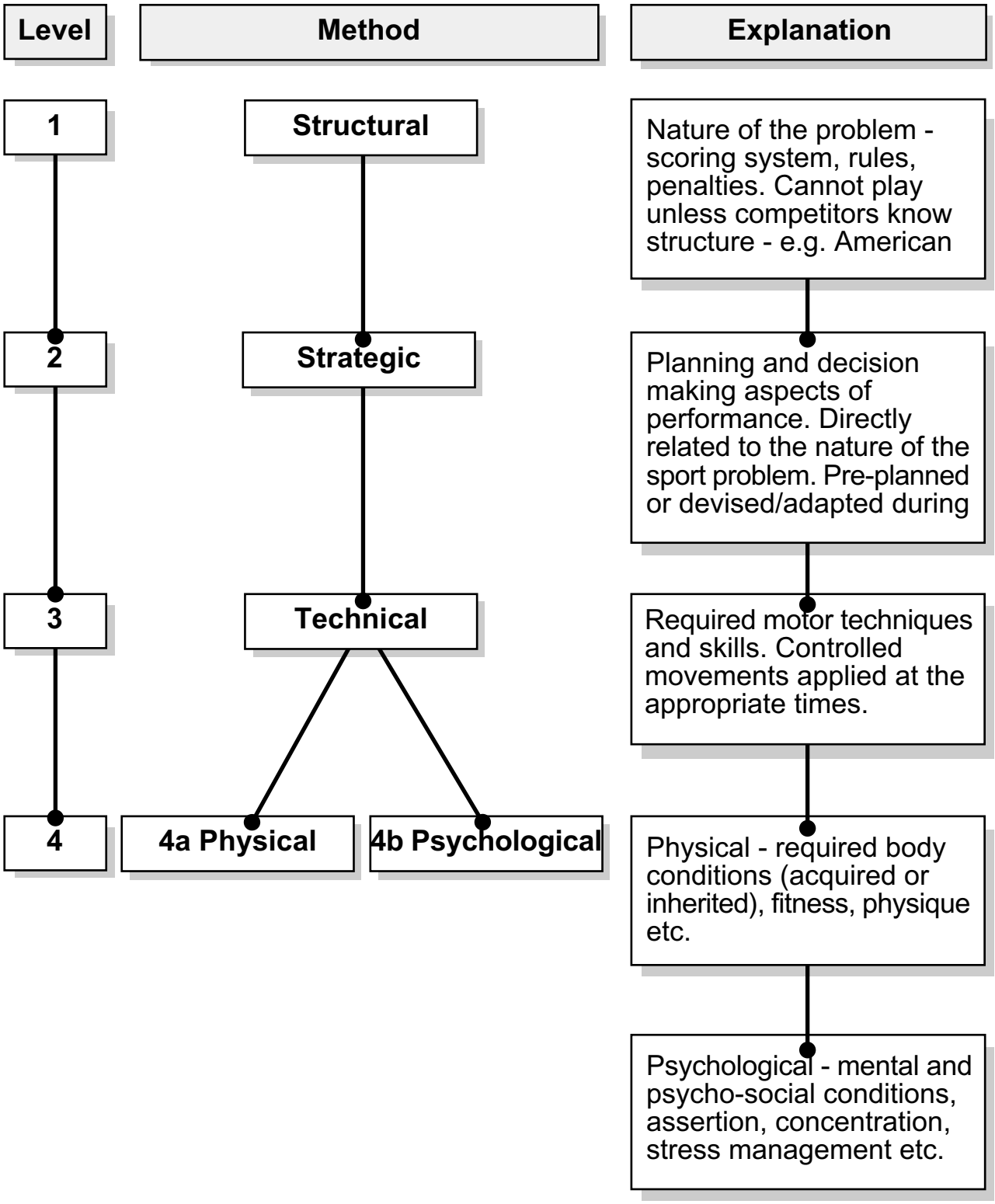
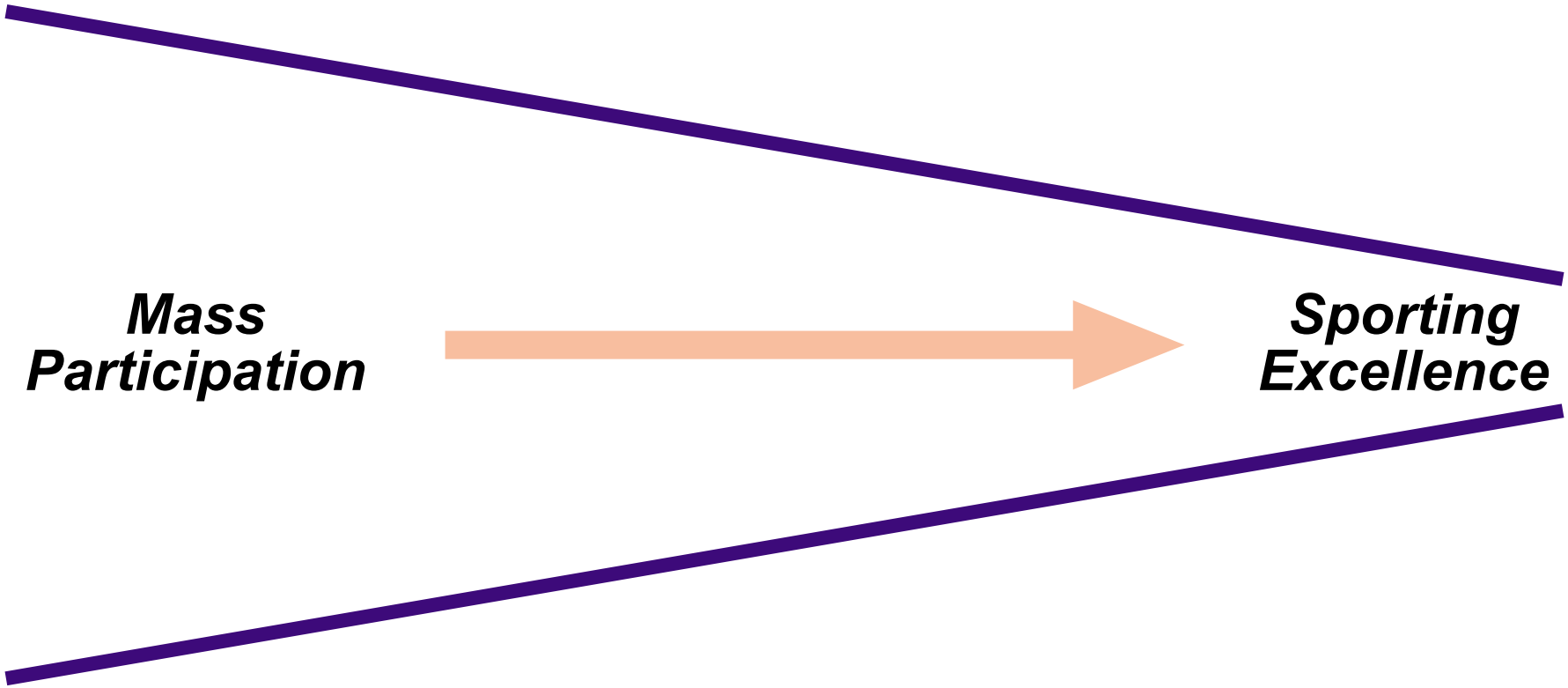
# Competitive Sport - an Analysis


Level
Method
Explanation
1
Structural
Nature of the problem - scoring system, rules, penalties. Cannot play unless competitors know structure - e.g. American
2
Strategic
Planning and decision making aspects of performance. Directly related to the nature of the sport problem. Pre-planned or devised/adapted during
3
Technical
Required motor techniques and skills. Controlled movements applied at the appropriate times.
4
4a Physical
4b Psychological
Physical - required body conditions (acquired or inherited), fitness, physique etc.
Psychological - mental and psycho-social conditions, assertion, concentration, stress management etc.

# Mass Participation to Sporting Excellence Continuum




**What are the characteristics of this continuum?**

**What factors are responsible for the movement from mass participation to sport excellence?**

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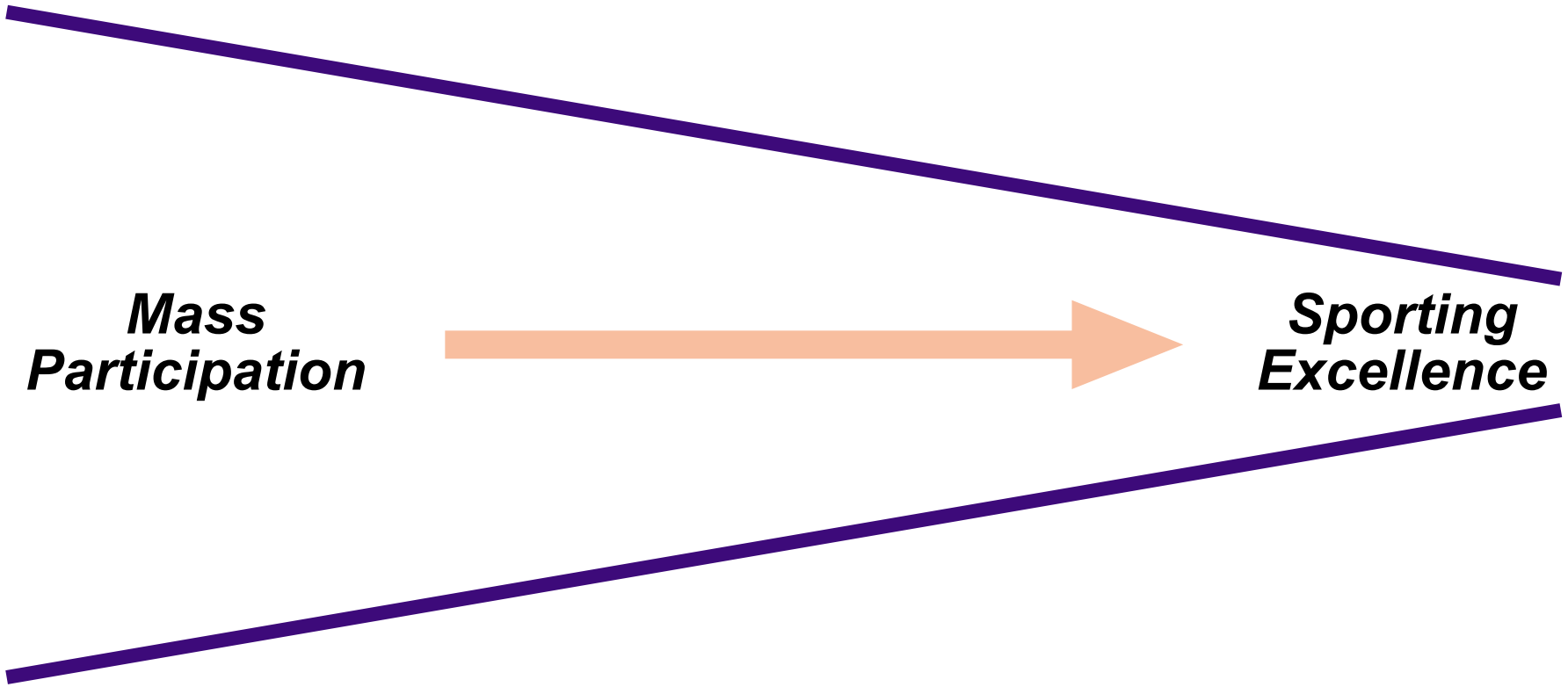
# Mass Participation to Sporting Excellence Continuum




**Characteristics -** *Increasing: Elitism, Professionalism, Competitiveness, Deviance?*

**Factors -** *Selection, Resources, Physiological & Psychological Advantages, Commitment*

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# Society's Expectations

## Playing the game could be optional

*Guardian 12/5/1999*

Memories of being humiliated on a weekly basis during school sports lessons could become a thing of the past.

## Labour Party conference 2000

Up to £1bn is to be spent on new sports facilities at schools acrosss the country as the government attempts to lift sporting standards throughout Britain.

## Sports chiefs blame cuts in PE for dearth of potential Beckhams

*Observer 27/2/2000*

Children as young as five are becoming couch potatoes who lack even the most basic sporting skills because physical education is disappearing from school timetables.

## Eton allows lower class in to play game

Public schools set to share their sport fields. Using sport to break down 'huge social barriers', revive maintained schools' interest in physical activity and halt the alarming slump in fitness levels among teenagers.

## PE or not PE, that is the question

*Guardian 3/3/2000*

Sport England's concern is that the parlous state of the State system will lead to a return to pre-war domination of sport by the upper middle classes.

## Bridging Britain's social divide

*Guardian 1/4/2000*

Urban renewal: Multibillion-pound deal to tackle high crime, death rates and unemployment

## Lottery money

*Guardian 21/6/1999*

Lottery money will finance the regeneration of school sports facilities and bankroll the provision of 600 new Active Schools Coordinators.

# Amateurs & Professionals

An amateur may not receive any money from playing their sport

An amateur will have a lower standard of performance than a professional

An amateur has a love of sport

A professional sport performer is only an entertainer

Sport is a form of livelihood for a professional

To have an amateur approach means that you only 'play' at sport

Professionals have more status in society than amateurs

An amateur plays sport in their free time

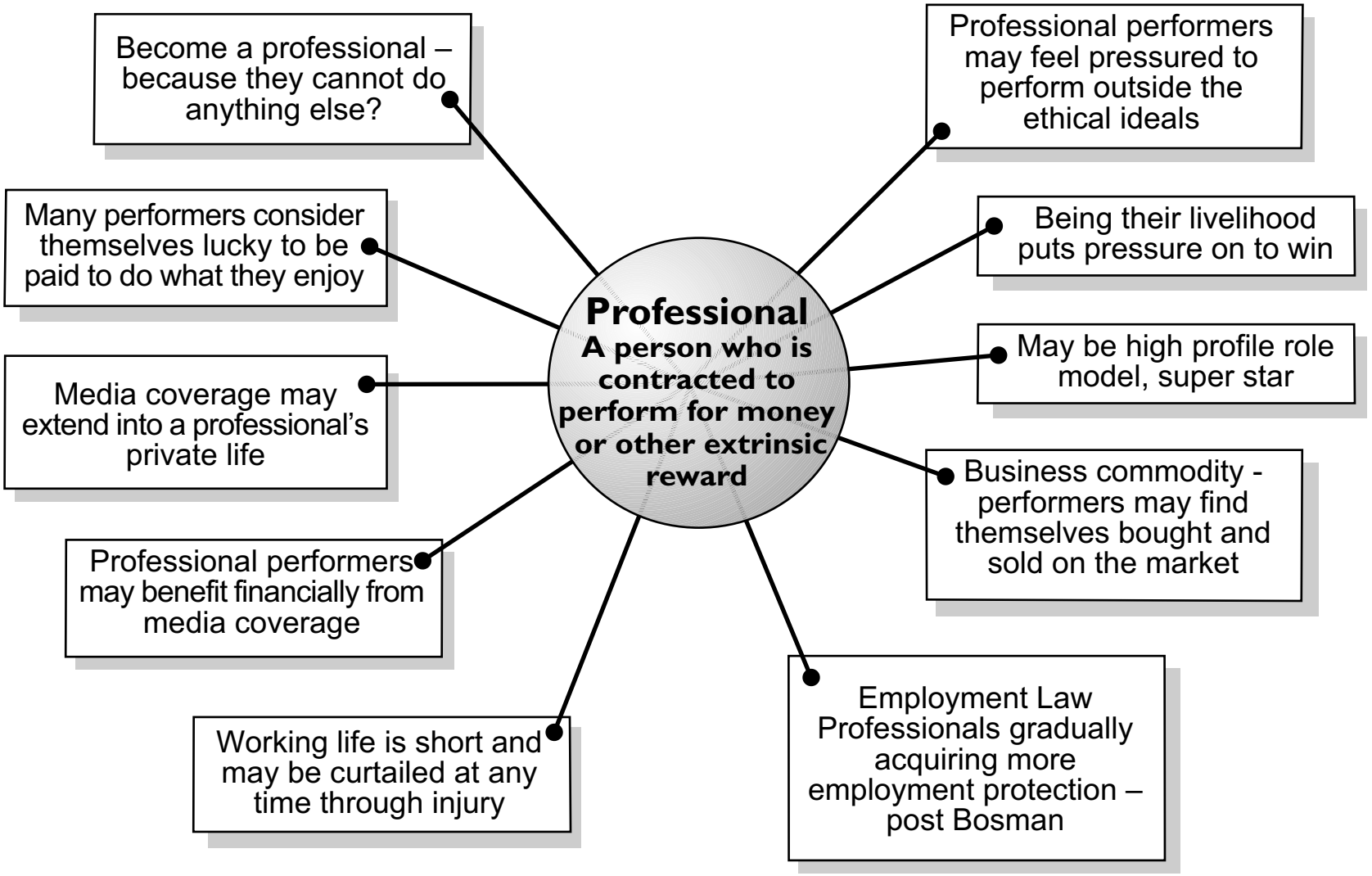
A professional only plays competitively because he is paid to do so

An amateur plays sport because s/he enjoys it

A professional is a performer who trains every day

A professional does not have another job

# Amateurism, Shamateurism & Professionalism


Professional
A person who is contracted to perform for money or other extrinsic reward
Become a professional – because they cannot do anything else?
Many performers consider themselves lucky to be paid to do what they enjoy
Media coverage may extend into a professional's private life
Professional performers may benefit financially from media coverage
Working life is short and may be curtailed at any time through injury
Employment Law Professionals gradually acquiring more employment protection – post Bosman
Business commodity - performers may find themselves bought and sold on the market
May be high profile role model, super star
Being their livelihood puts pressure on to win
Professional performers may feel pressured to perform outside the ethical ideals

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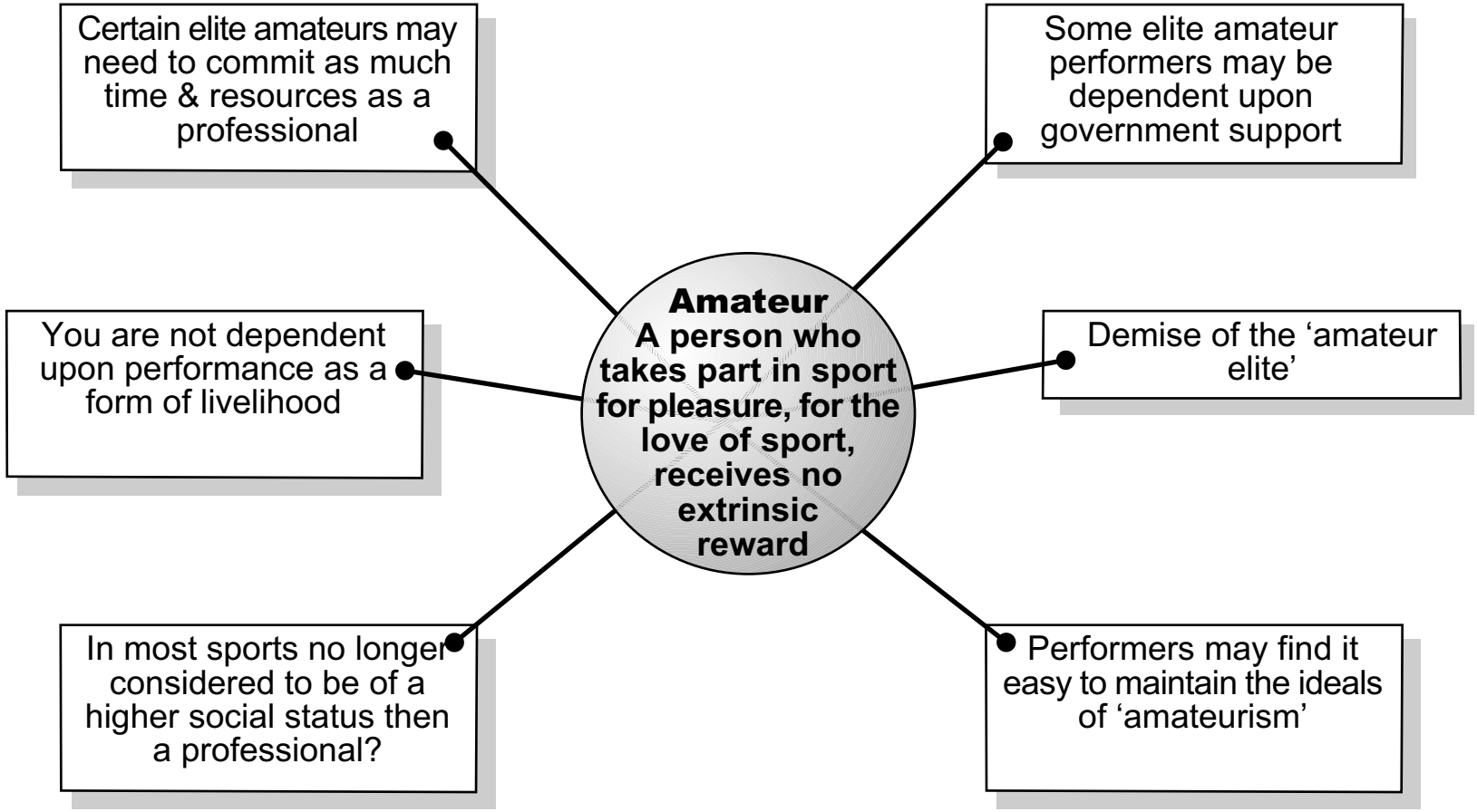
# Amateurism, Shamateurism & Professionalism


Amateur
A person who takes part in sport for pleasure, for the love of sport, receives no extrinsic reward
Certain elite amateurs may need to commit as much time & resources as a professional
Some elite amateur performers may be dependent upon government support
You are not dependent upon performance as a form of livelihood
Demise of the 'amateur elite'
In most sports no longer considered to be of a higher social status then a professional?
Performers may find it easy to maintain the ideals of 'amateurism'

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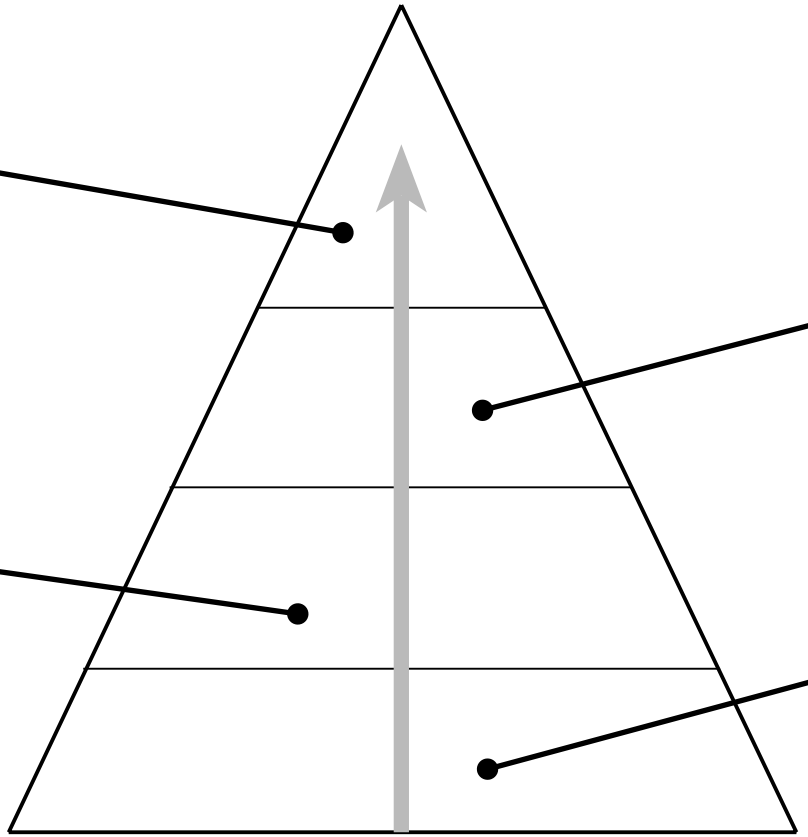
# The Performance Pyramid



**Excellence**

**Performance**

**Participation**

**Foundation**

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# The Performance Pyramid

**Excellence**

Elite level

Professional performer

Performing at a national or international level

Virtually full time activity

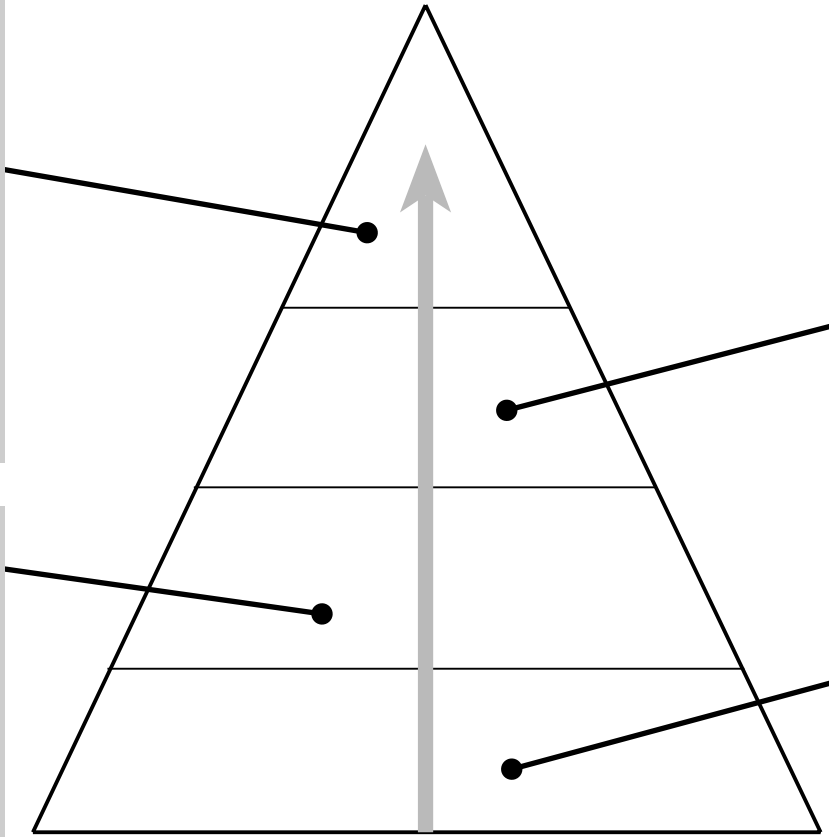
**Performance**

Striving to fulfil potential

Seeking progression

Playing at county/regional level

In talent development programme



**Participation**

Regular performer
At club or school level

Committed to the activity in terms of time and resources

May or may not wish to progress further

**Foundation**

Introduction to activity

Through school PE programme

Recreational play with parents

Play schemes
"Come and try it" sessions

No commitment

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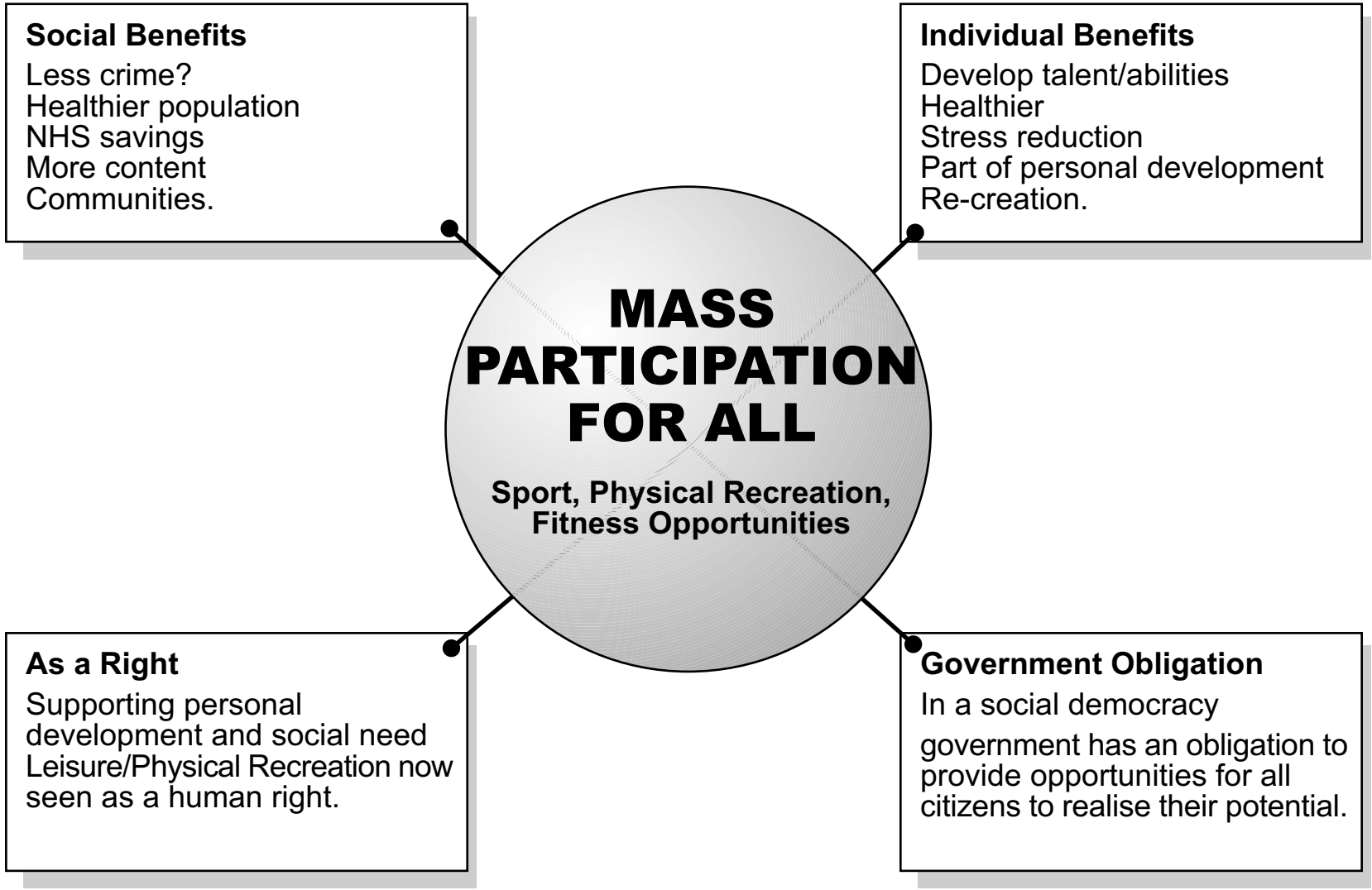
# ‘Mass Participation - Why?’

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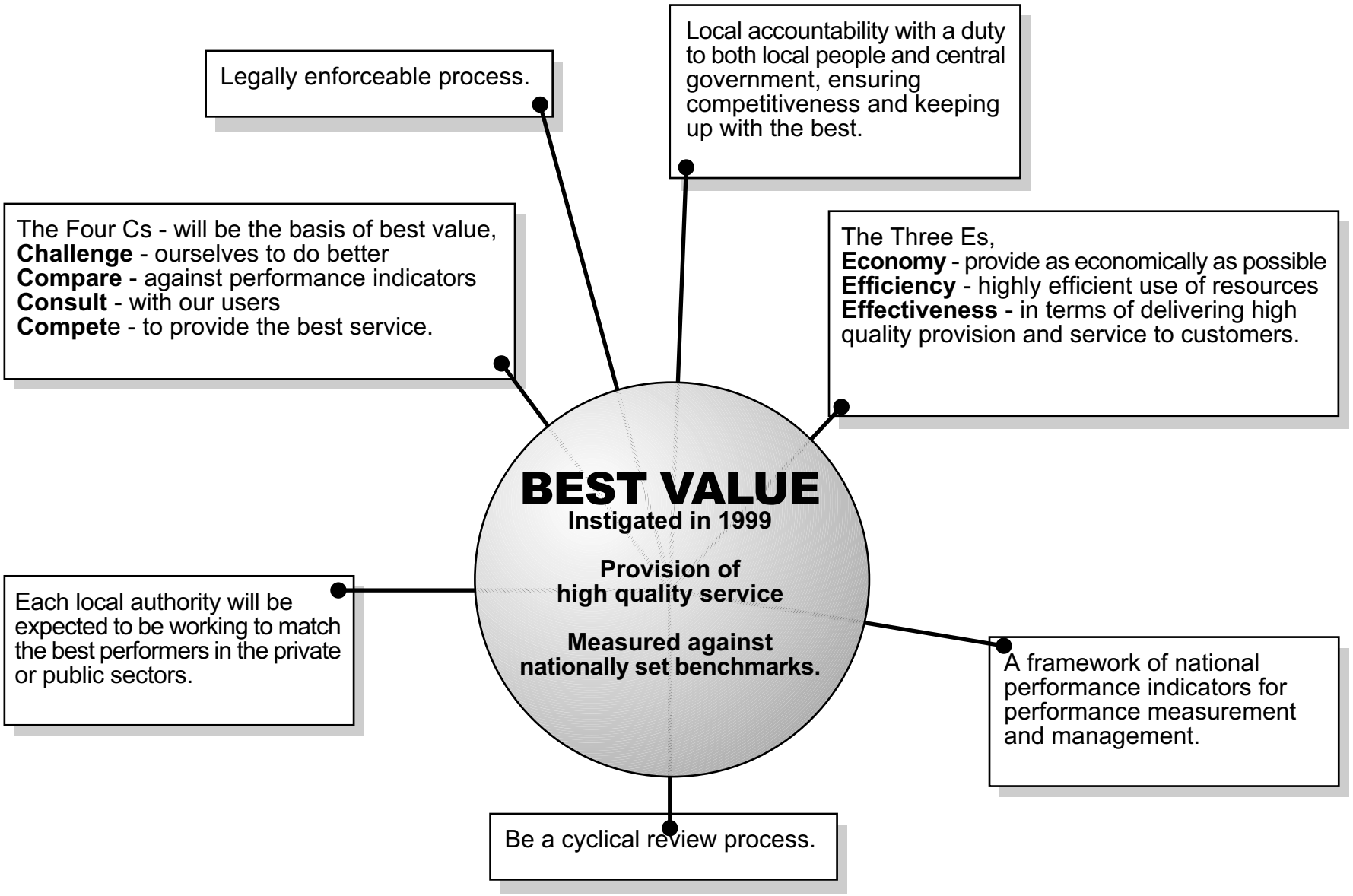
# Process of 'Best Value' in Relation to Leisure Provision


Legally enforceable process.
Local accountability with a duty to both local people and central government, ensuring competitiveness and keeping up with the best.
The Four Cs - will be the basis of best value,
**Challenge** - ourselves to do better
**Compare** - against performance indicators
**Consult** - with our users
**Compete** - to provide the best service.
The Three Es,
**Economy** - provide as economically as possible
**Efficiency** - highly efficient use of resources
**Effectiveness** - in terms of delivering high quality provision and service to customers.
BEST VALUE
Instigated in 1999
Provision of high quality service
Measured against nationally set benchmarks.
Each local authority will be expected to be working to match the best performers in the private or public sectors.
A framework of national performance indicators for performance measurement and management.
Be a cyclical review process.

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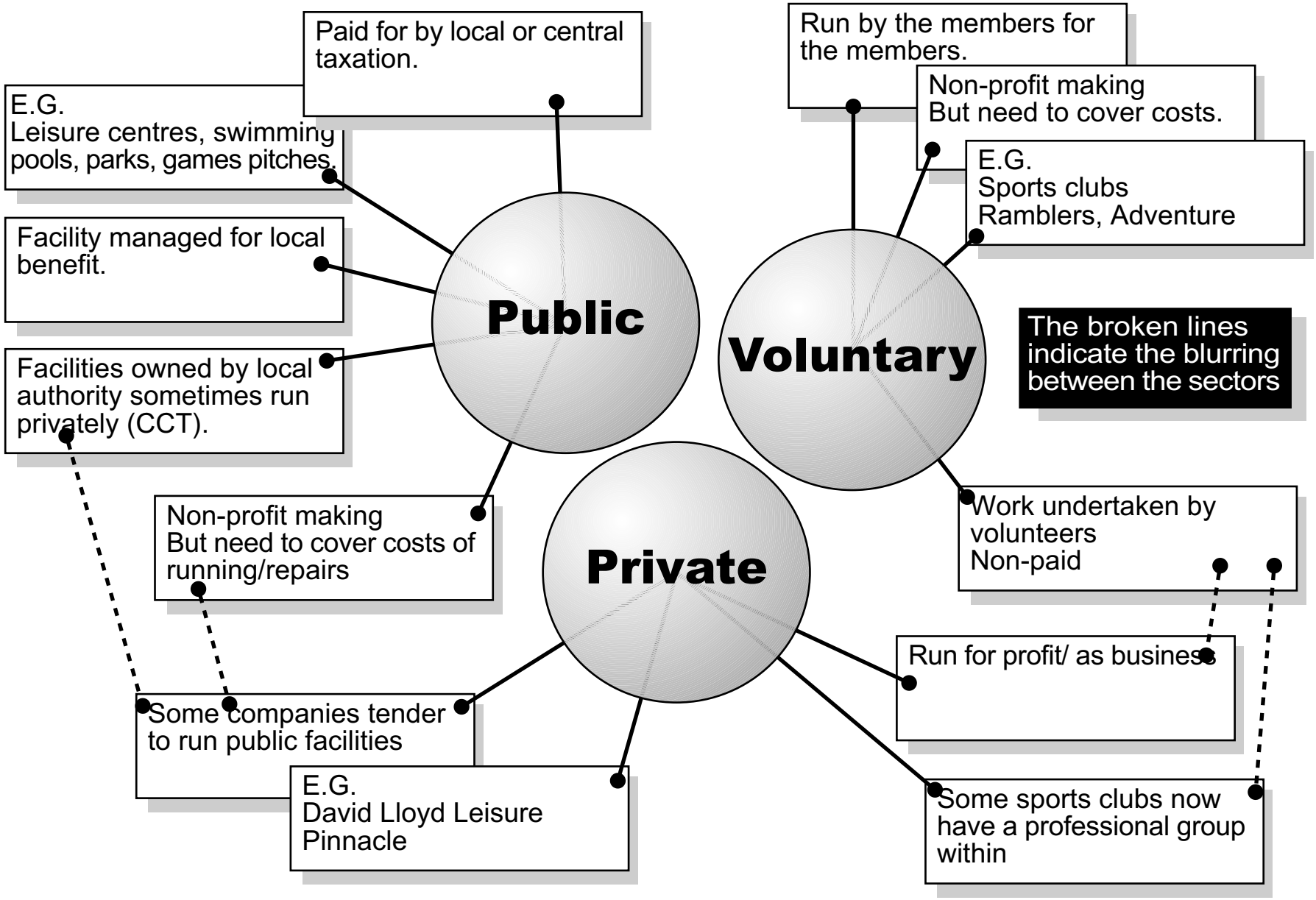
# Public, Private & Voluntary Sectors - Objectives & Characteristics


Paid for by local or central taxation.
E.G.
Leisure centres, swimming pools, parks, games pitches.
Facility managed for local benefit.
Facilities owned by local authority sometimes run privately (CCT).
Public
Non-profit making
But need to cover costs of running/repairs
Some companies tender to run public facilities
E.G.
David Lloyd Leisure
Pinnacle
Private
Run by the members for the members.
Non-profit making
But need to cover costs.
E.G.
Sports clubs
Ramblers, Adventure
Voluntary
The broken lines indicate the blurring between the sectors
Work undertaken by volunteers
Non-paid
Run for profit/ as business
Some sports clubs now have a professional group within

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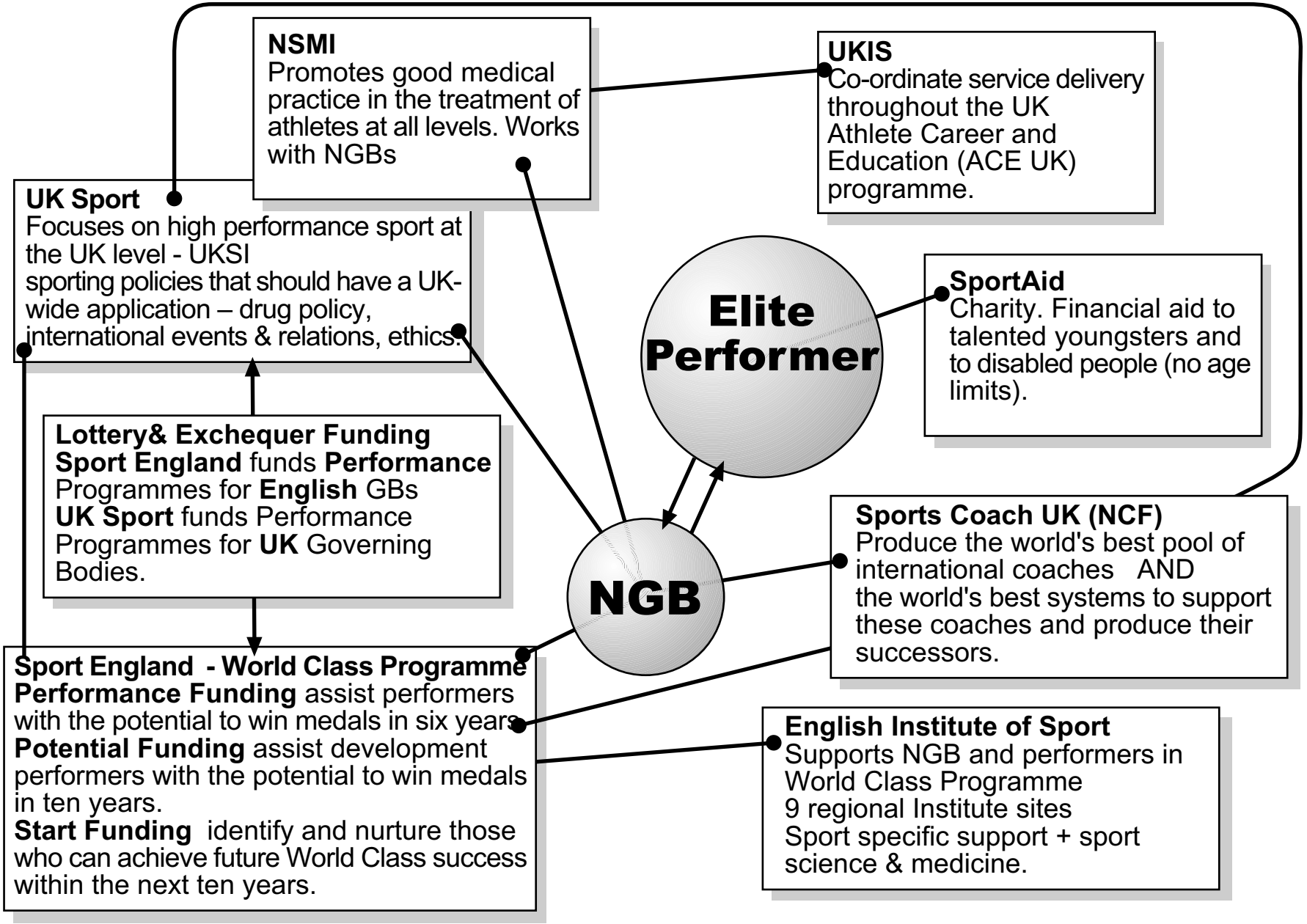
# Supporting the Elite Performer


NSMI
Promotes good medical practice in the treatment of athletes at all levels. Works with NGBs
UKIS
Co-ordinate service delivery throughout the UK Athlete Career and Education (ACE UK) programme.
UK Sport
Focuses on high performance sport at the UK level - UKSI
sporting policies that should have a UK-wide application – drug policy, international events & relations, ethics.
Elite Performer
SportAid
Charity. Financial aid to talented youngsters and to disabled people (no age limits).
Lottery& Exchequer Funding
Sport England funds Performance Programmes for English GBs
UK Sport funds Performance Programmes for UK Governing Bodies.
NGB
Sports Coach UK (NCF)
Produce the world's best pool of international coaches AND
the world's best systems to support these coaches and produce their successors.
Sport England - World Class Programme
Performance Funding assist performers with the potential to win medals in six years.
Potential Funding assist development performers with the potential to win medals in ten years.
Start Funding identify and nurture those who can achieve future World Class success within the next ten years.
English Institute of Sport
Supports NGB and performers in World Class Programme
9 regional Institute sites
Sport specific support + sport science & medicine.

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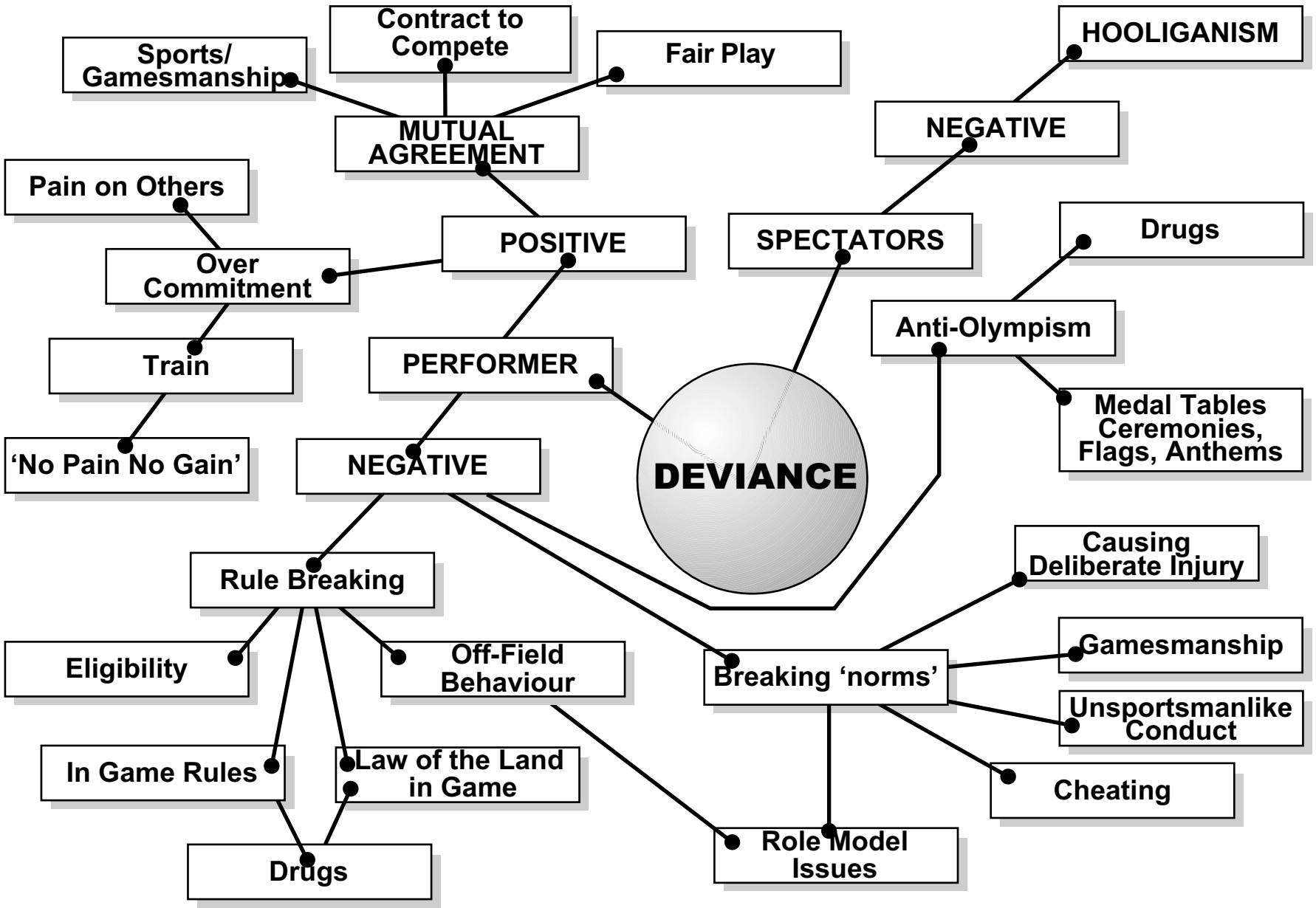
# Sport and Deviance

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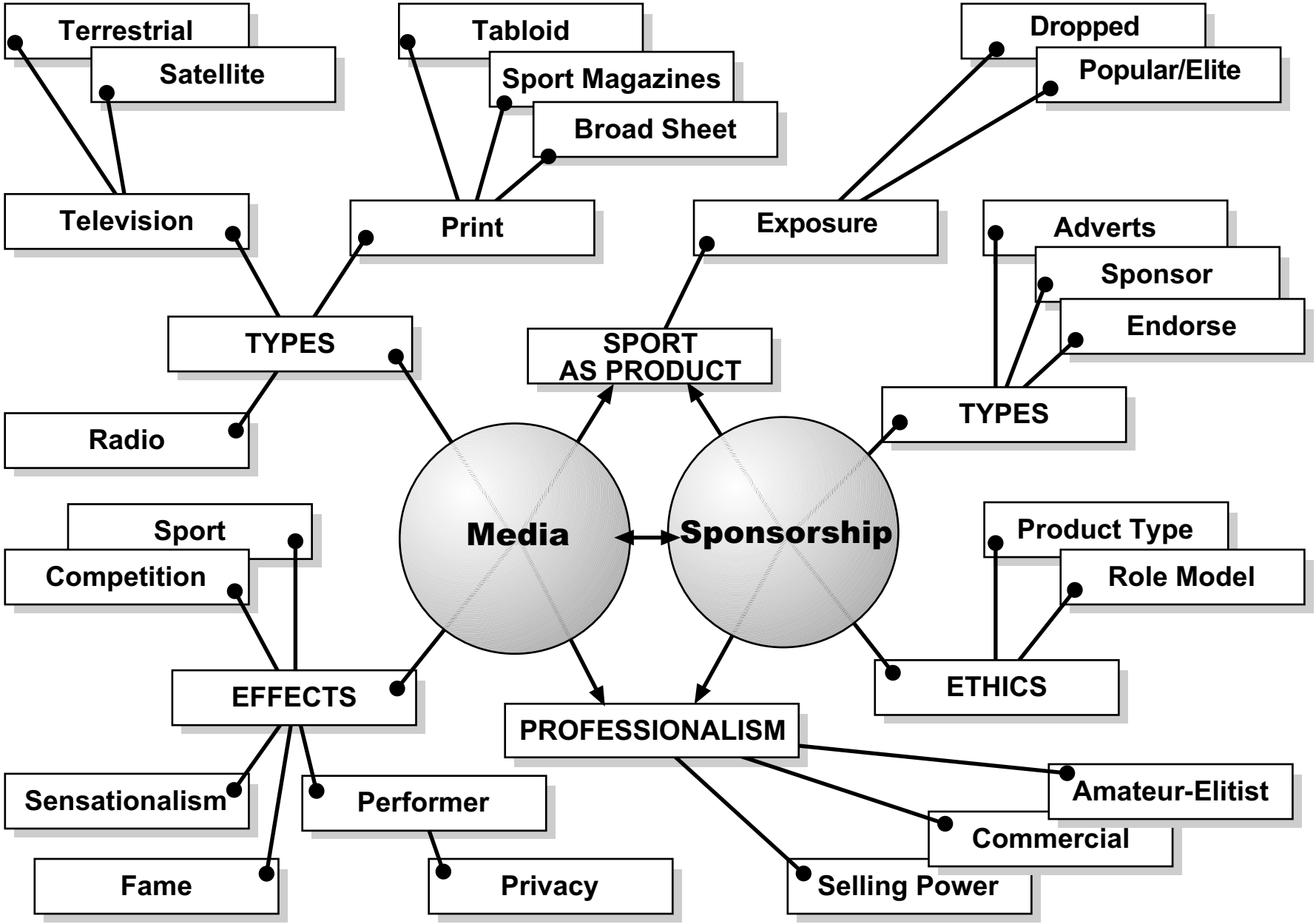
# Sport and Commerce

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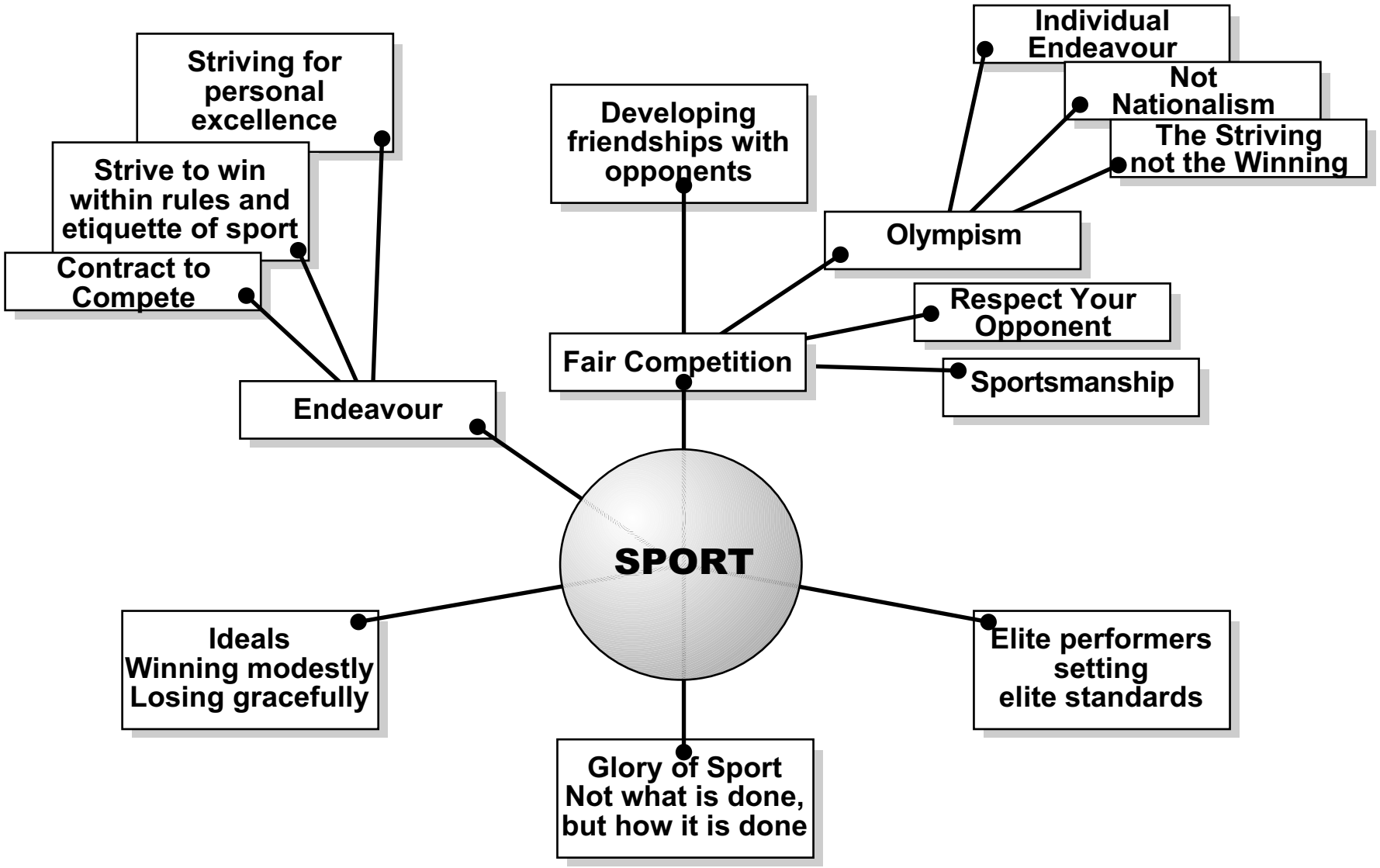
# Sport and Ethics

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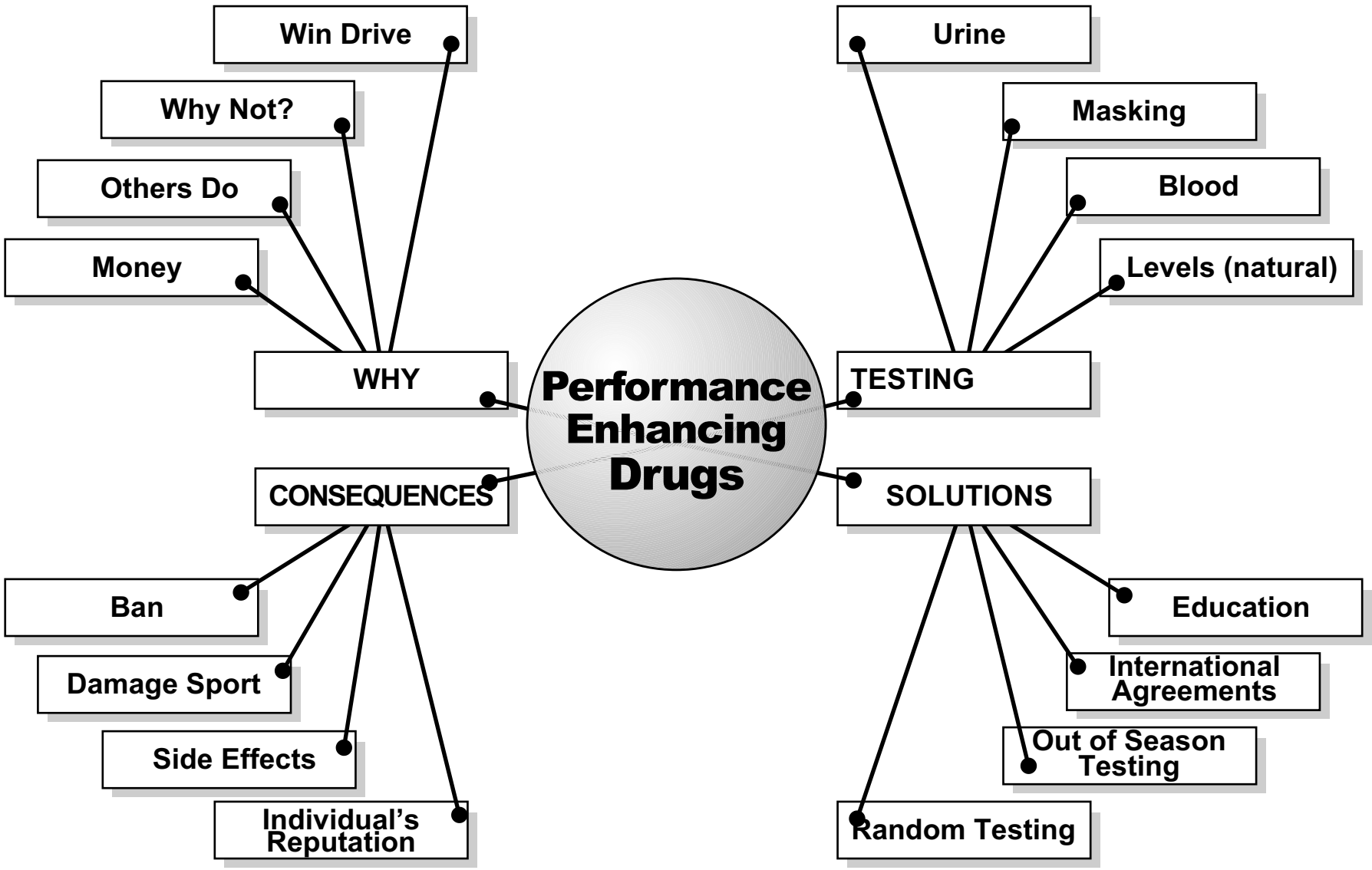
# Sport & Drugs

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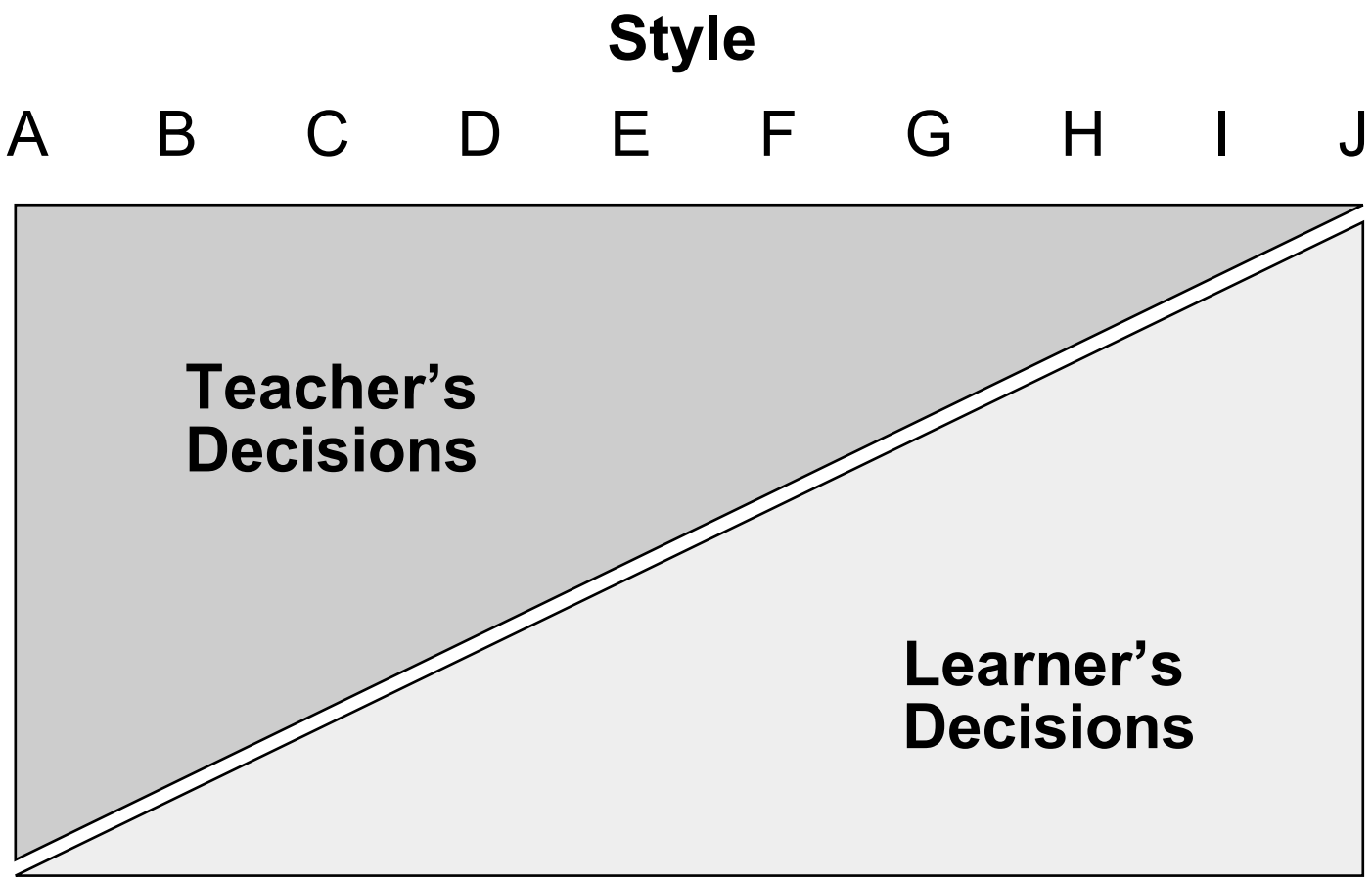
# Mosston & Ashworth's Spectrum of Teaching Styles

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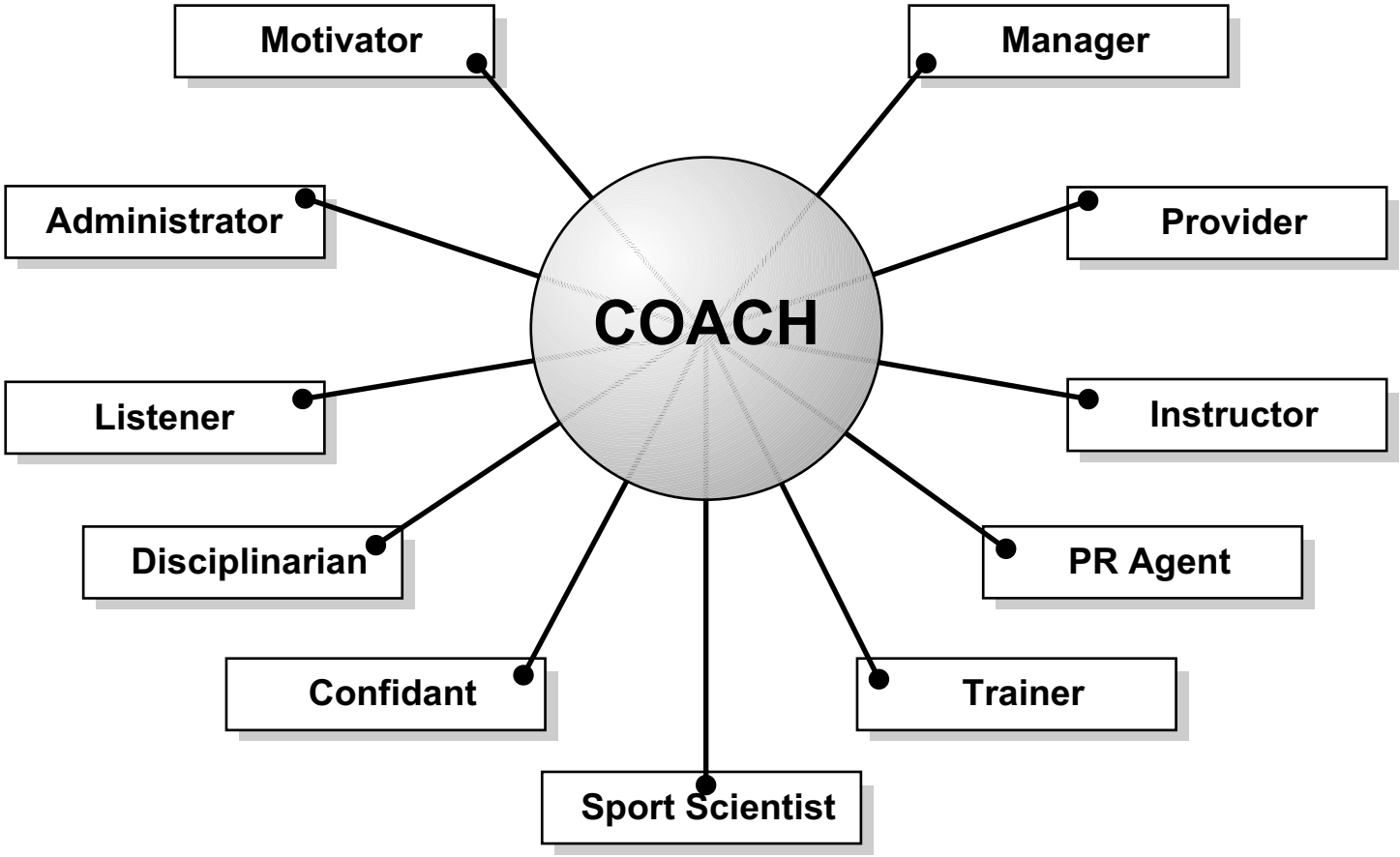
# Role of Coach

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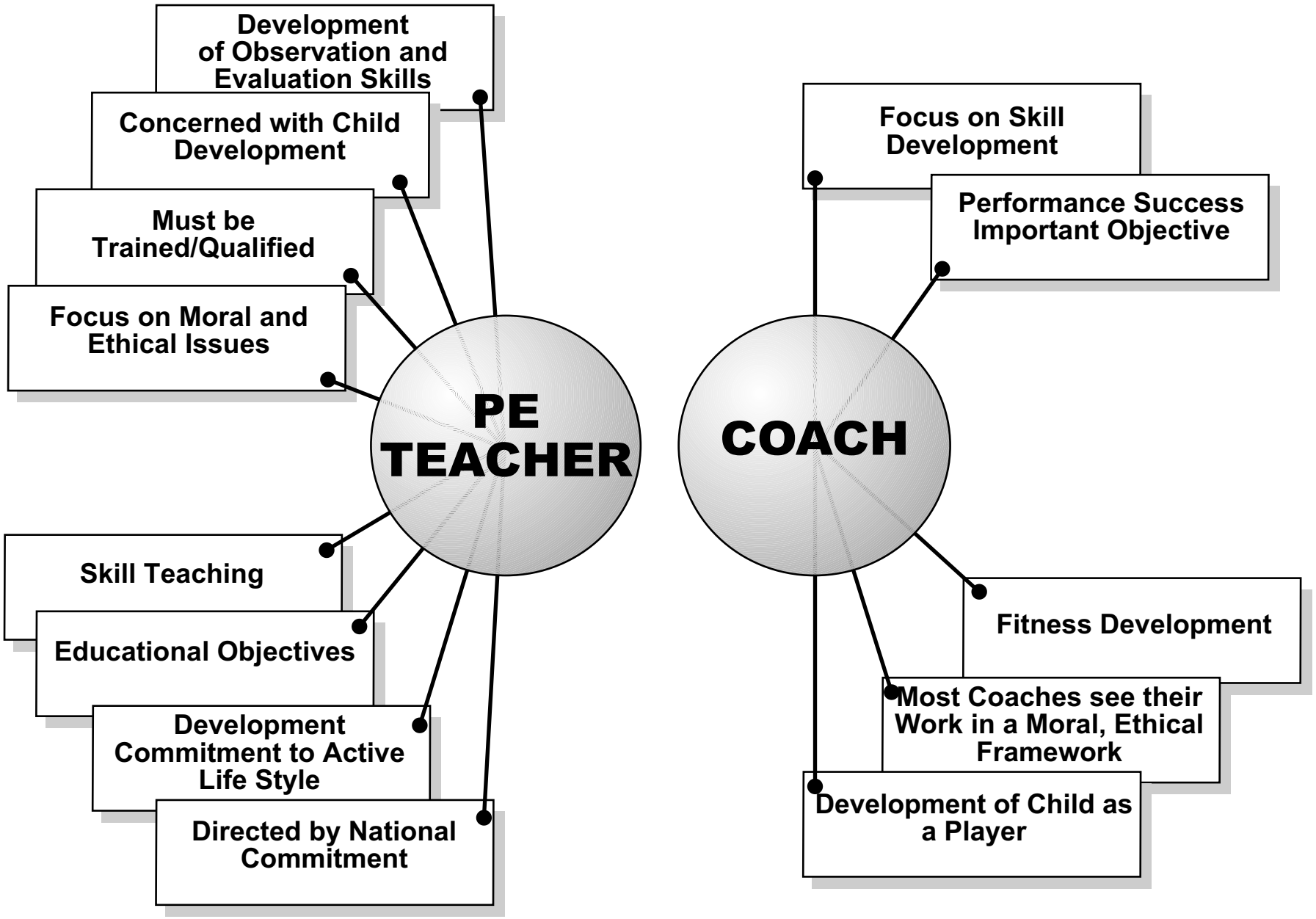
# Teacher - Coach


Development of Observation and Evaluation Skills
Concerned with Child Development
Must be Trained/Qualified
Focus on Moral and Ethical Issues
PE TEACHER
Skill Teaching
Educational Objectives
Development Commitment to Active Life Style
Directed by National Commitment
Focus on Skill Development
Performance Success Important Objective
COACH
Fitness Development
Most Coaches see their Work in a Moral, Ethical Framework
Development of Child as a Player

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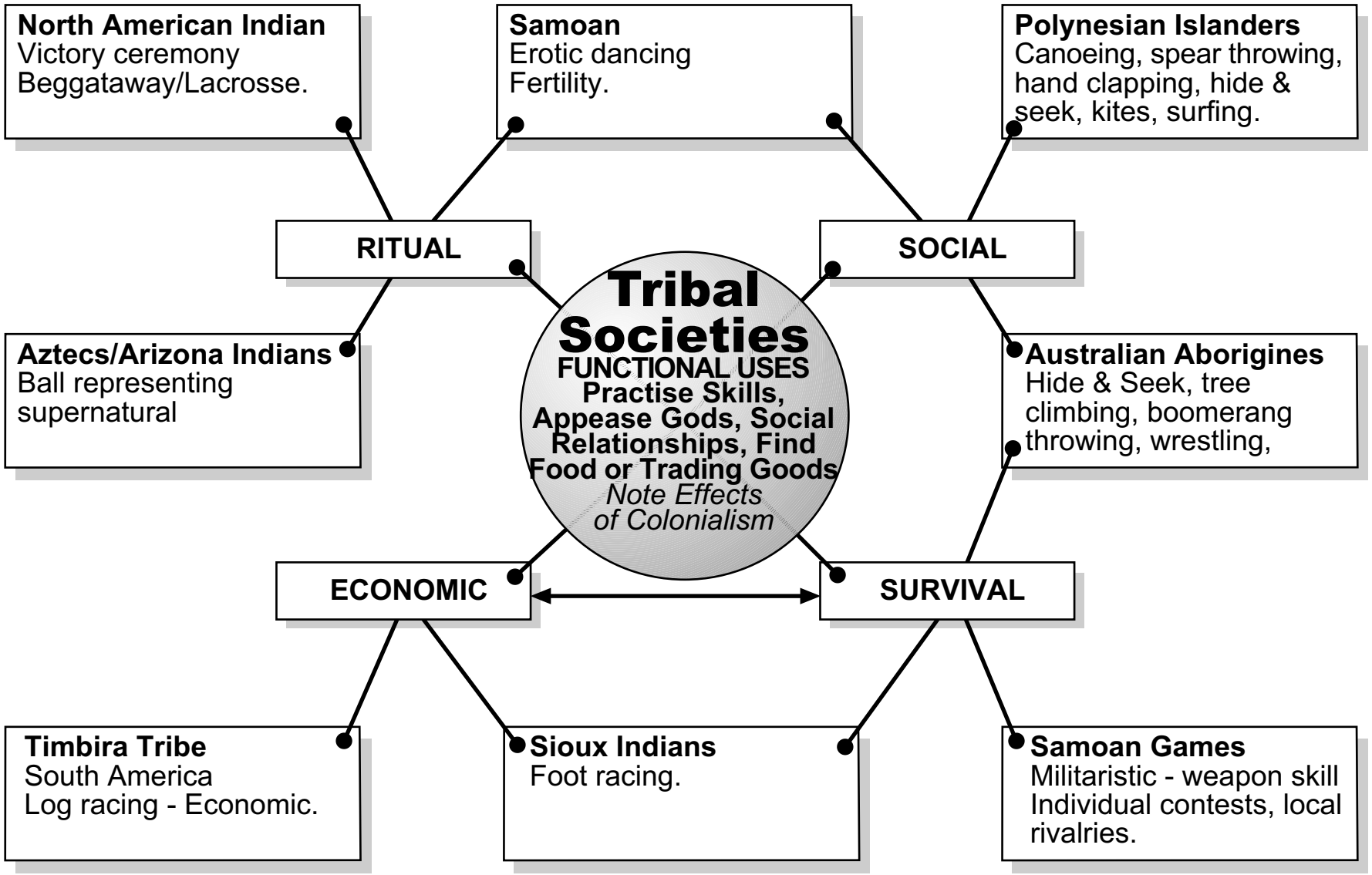
# Games, Physical Activity & Tribal Societies

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# Sport & Emergent Societies

**West Indies - Cricket**

Initially an elitist colonial game. Adopted by the 'people'.
Success brought together disparate island communities. Also lead to stereotypical connections between 'island lifestyle' , 'calypso cricket' etc.
Now under threat from rising popularity of American games such a basketball.

**Far East**

Colonial impact – hockey, badminton, table tennis, cricket, squash now highly popular sports.

Again gives many countries in the region a high profile.

Building and sustaining of national pride an important factor.

## Emergent Societies

**FUNCTIONAL USES**

**Nation building, health of the nation, military preparedness**

*Financial limitations may limit technological or coaching support. Scarce funds used to support a small elite resulting in national exposure & recognition, role models for others and burying of inter-community rivalries. Many countries have now gone beyond this phase and often have some of best playing and training facilities in the world.*

**Africa**

Kenya – middle & long distance runners
Ghana, Nigeria – boxing
Small group of elite performers – national pride, international recognition – role models for others.
More respect now for training methods – less focus on genetic advantage as explanation.

**South American - Football**

Pre-eminence of football. Derived from European settlers.

Style of play often matched to stereotypical characteristics of S. American cultures – 'samba football', passion of Argentina etc.

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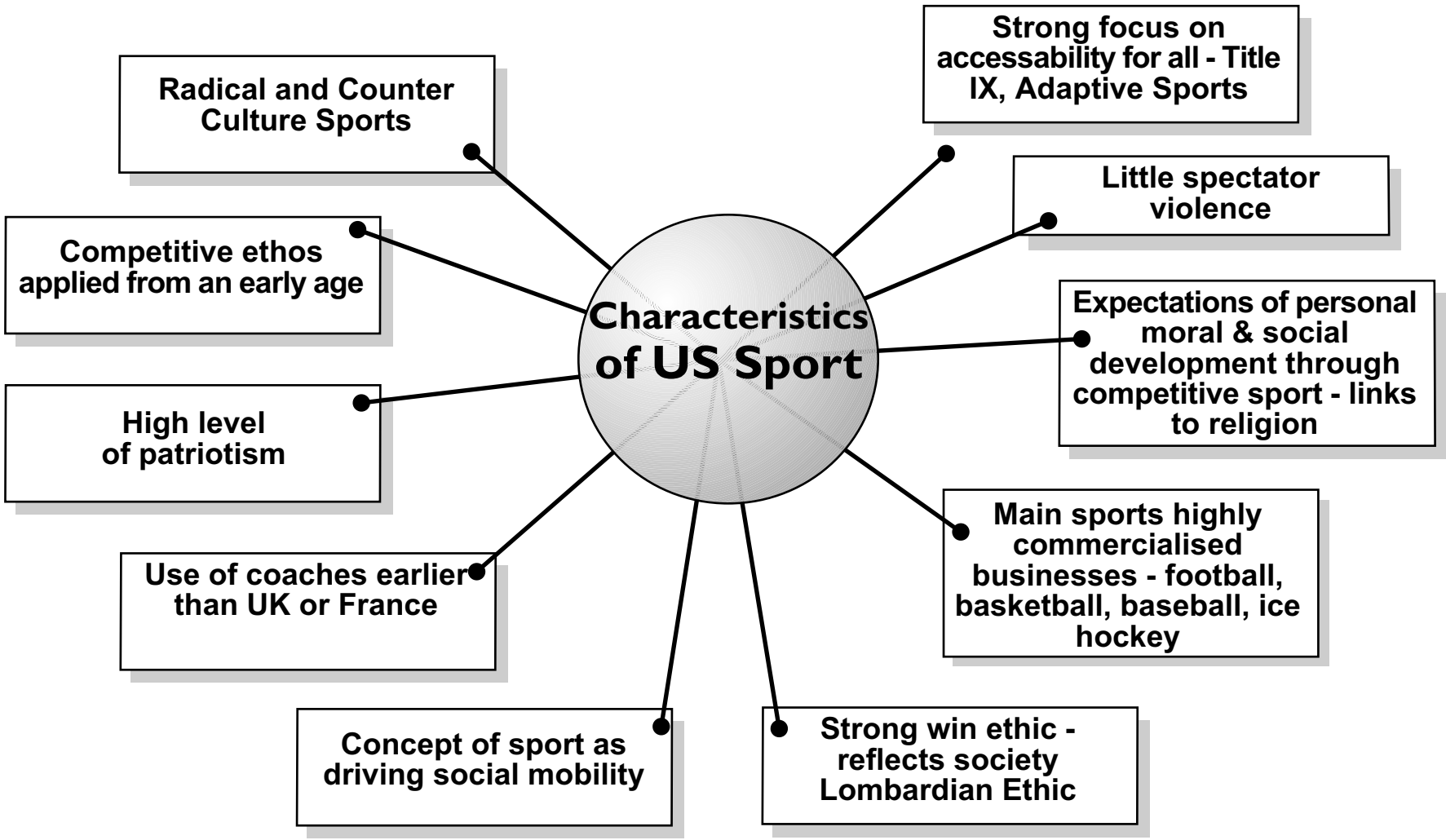
# Characteristics of U.S. Sports


Characteristics of US Sport
Radical and Counter Culture Sports
Competitive ethos applied from an early age
High level of patriotism
Use of coaches earlier than UK or France
Concept of sport as driving social mobility
Strong win ethic - reflects society Lombardian Ethic
Main sports highly commercialised businesses - football, basketball, baseball, ice hockey
Expectations of personal moral & social development through competitive sport - links to religion
Little spectator violence
Strong focus on accessability for all - Title IX, Adaptive Sports

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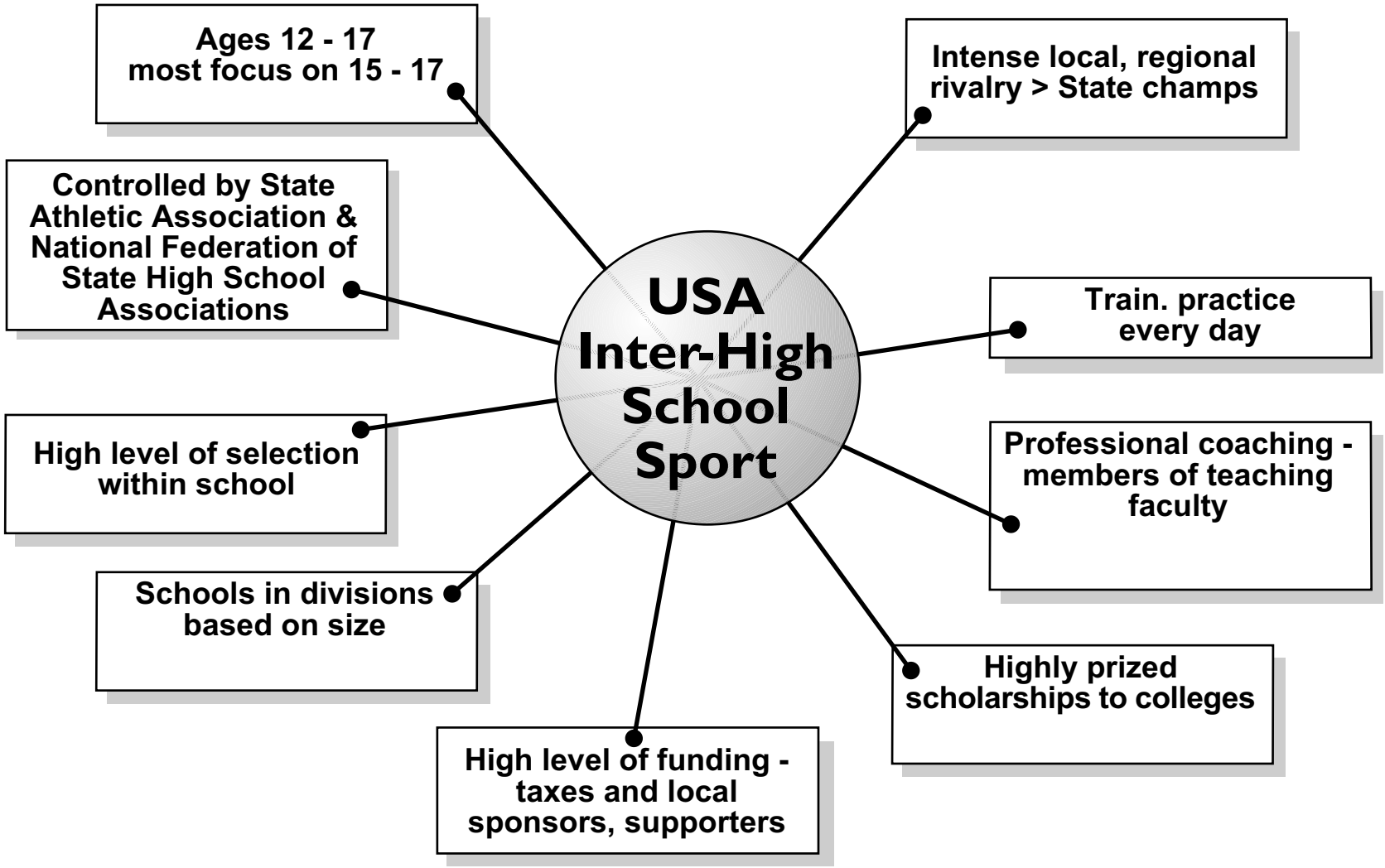
# USA - Inter-High School Sport


USA Inter-High School Sport
Ages 12 - 17 most focus on 15 - 17
Intense local, regional rivalry > State champs
Controlled by State Athletic Association & National Federation of State High School Associations
Train. practice every day
High level of selection within school
Professional coaching - members of teaching faculty
Schools in divisions based on size
Highly prized scholarships to colleges
High level of funding - taxes and local sponsors, supporters

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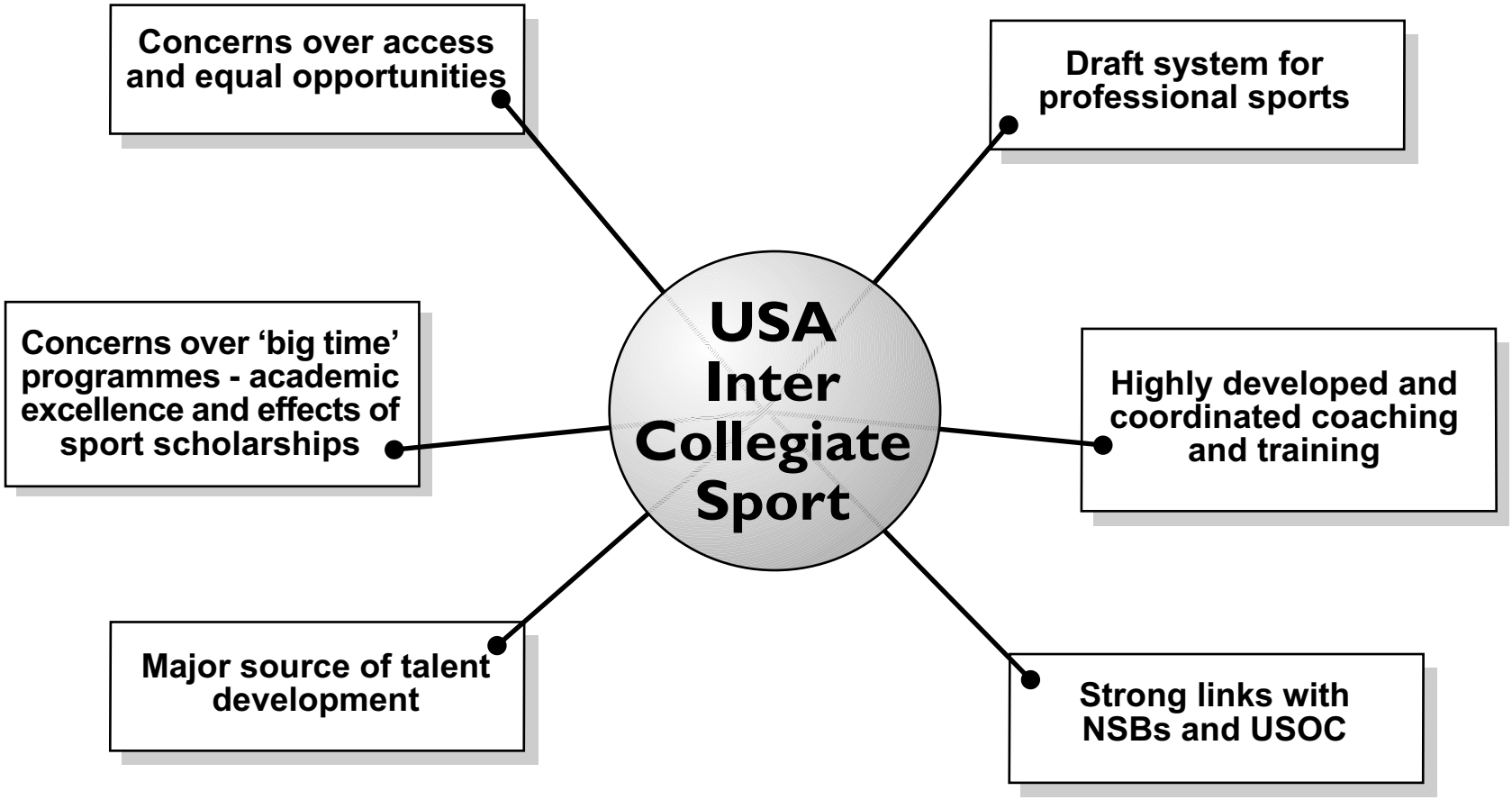
# USA - Inter Collegiate Sport


USA Inter Collegiate Sport
Concerns over access and equal opportunities
Draft system for professional sports
Concerns over 'big time' programmes - academic excellence and effects of sport scholarships
Highly developed and coordinated coaching and training
Major source of talent development
Strong links with NSBs and USOC

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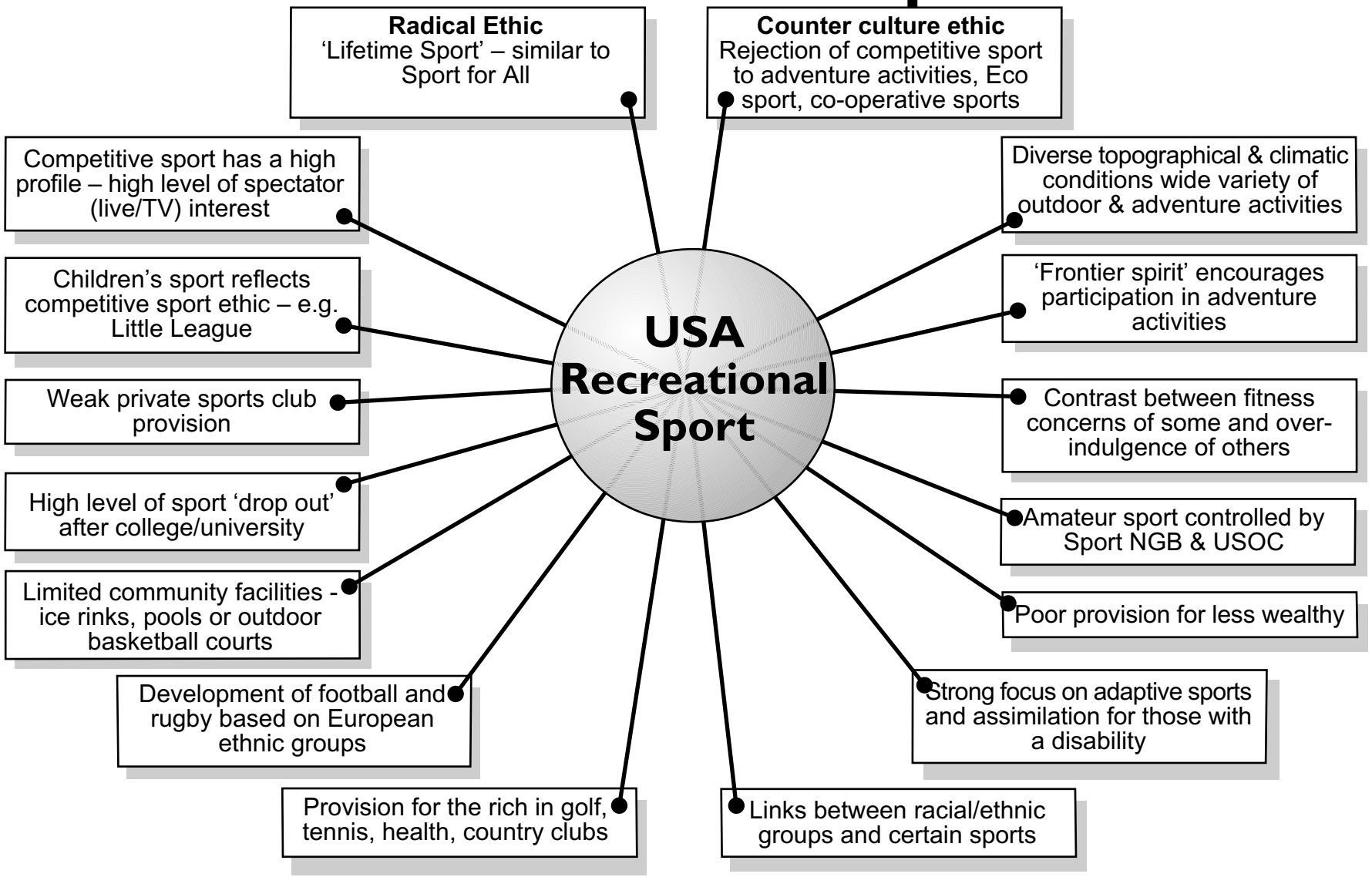
# USA Recreational Sport


USA Recreational Sport
Radical Ethic
'Lifetime Sport' – similar to Sport for All
Counter culture ethic
Rejection of competitive sport to adventure activities, Eco sport, co-operative sports
Competitive sport has a high profile – high level of spectator (live/TV) interest
Children's sport reflects competitive sport ethic – e.g. Little League
Weak private sports club provision
High level of sport 'drop out' after college/university
Limited community facilities - ice rinks, pools or outdoor basketball courts
Development of football and rugby based on European ethnic groups
Provision for the rich in golf, tennis, health, country clubs
Links between racial/ethnic groups and certain sports
Strong focus on adaptive sports and assimilation for those with a disability
Poor provision for less wealthy
Amateur sport controlled by Sport NGB & USOC
Contrast between fitness concerns of some and over-indulgence of others
'Frontier spirit' encourages participation in adventure activities
Diverse topographical & climatic conditions wide variety of outdoor & adventure activities

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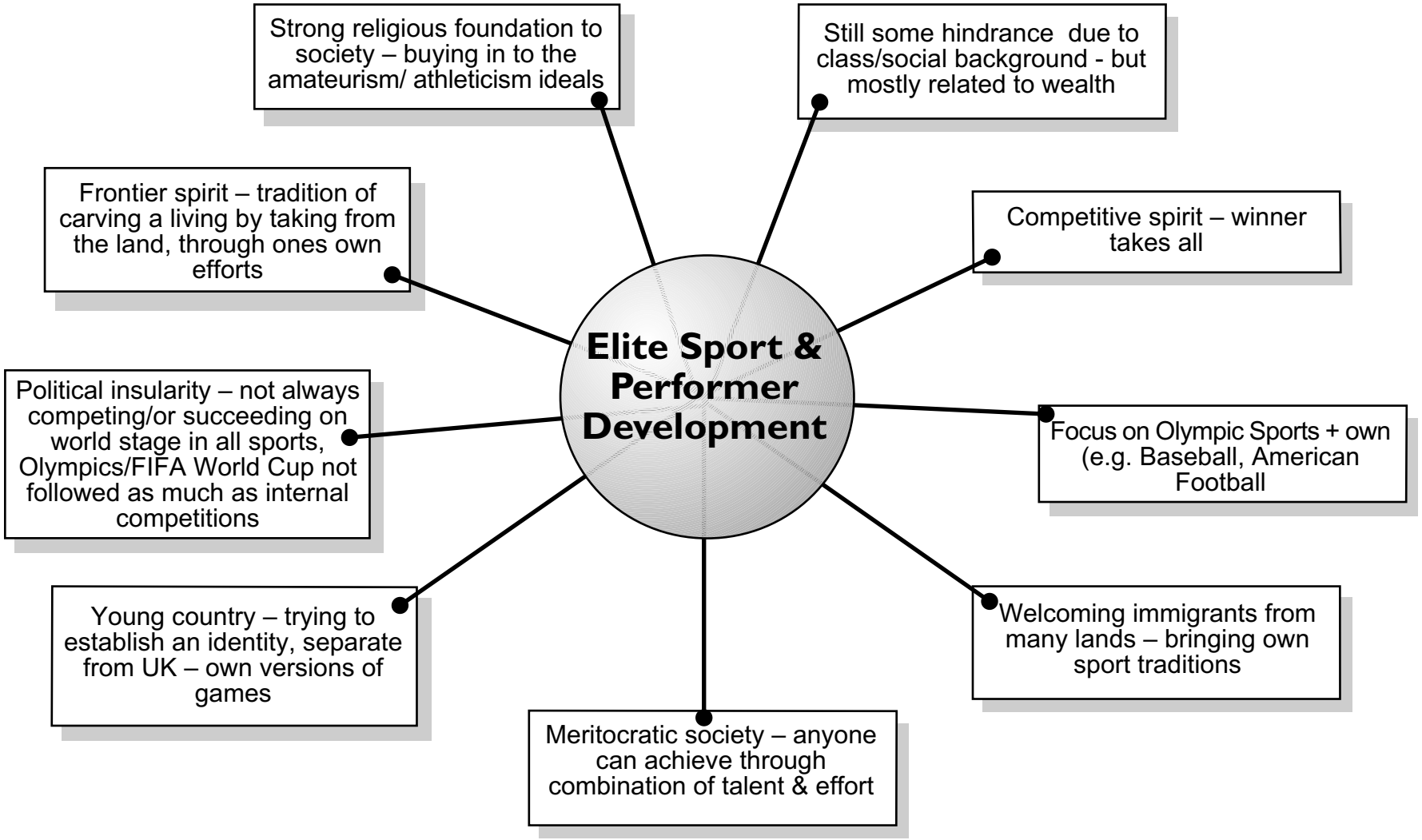
# Historical and Social factors affecting elite performer development


Elite Sport & Performer Development
Strong religious foundation to society – buying in to the amateurism/ athleticism ideals
Still some hindrance due to class/social background - but mostly related to wealth
Frontier spirit – tradition of carving a living by taking from the land, through ones own efforts
Competitive spirit – winner takes all
Political insularity – not always competing/or succeeding on world stage in all sports, Olympics/FIFA World Cup not followed as much as internal competitions
Focus on Olympic Sports + own (e.g. Baseball, American Football
Young country – trying to establish an identity, separate from UK – own versions of games
Welcoming immigrants from many lands – bringing own sport traditions
Meritocratic society – anyone can achieve through combination of talent & effort

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# Functions & Characteristics of Traditional Sports & Games

Traditional Sports & Games
Play space used/limited by local area or environment
Community fun and recreation
Pagan Festivals, Saints Days, Celebrations
Often based on community or intra-community rivalries
Little clear structure to the game
Highly regional in terms of rules and nature of activity
Played by lower classes, frowned upon by authorities
Ritual based, e.g. Fertility rites, Marriage preparation for battle
Unwritten rules, based on custom, controlled by the participants
Can involve trials of strength, speed, agility and endurance
Often violent, with little skill
Based on rural/work/functional activities

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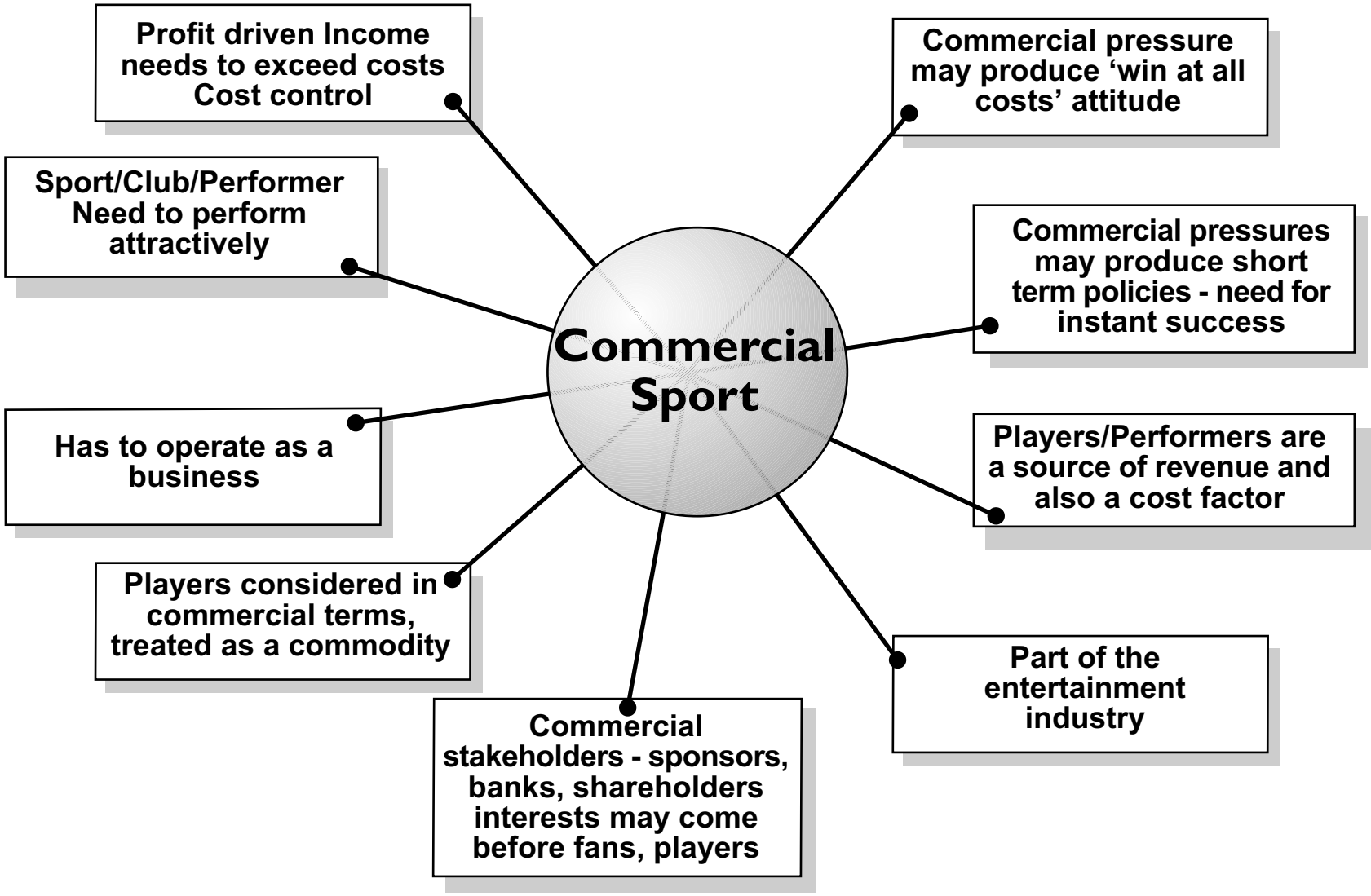
# The Nature of Commercial Sport


Commercial Sport
Profit driven Income needs to exceed costs Cost control
Sport/Club/Performer Need to perform attractively
Has to operate as a business
Players considered in commercial terms, treated as a commodity
Commercial stakeholders - sponsors, banks, shareholders interests may come before fans, players
Part of the entertainment industry
Players/Performers are a source of revenue and also a cost factor
Commercial pressures may produce short term policies - need for instant success
Commercial pressure may produce 'win at all costs' attitude

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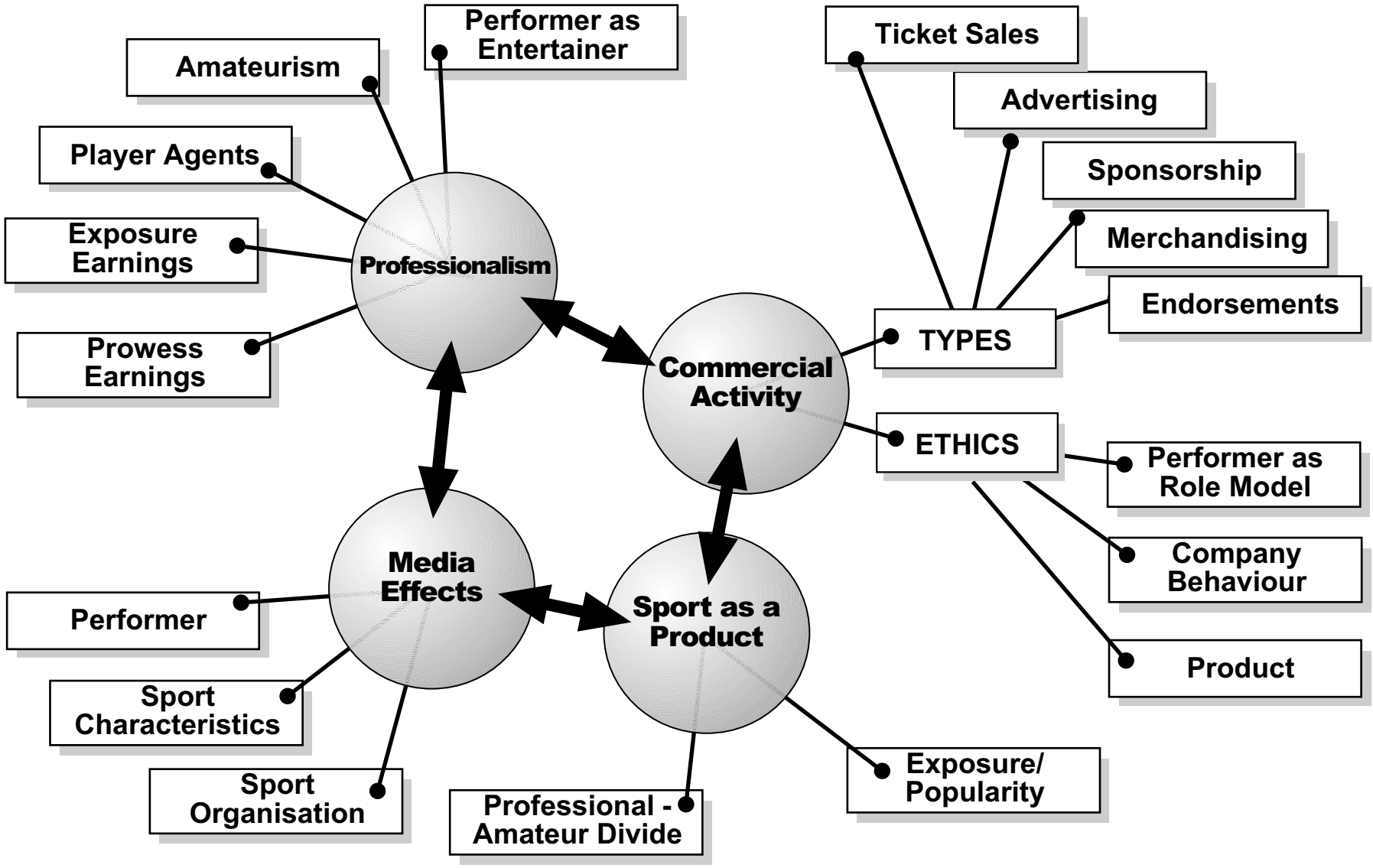
# Professionalism - Media - Commercialism - Sport as Product

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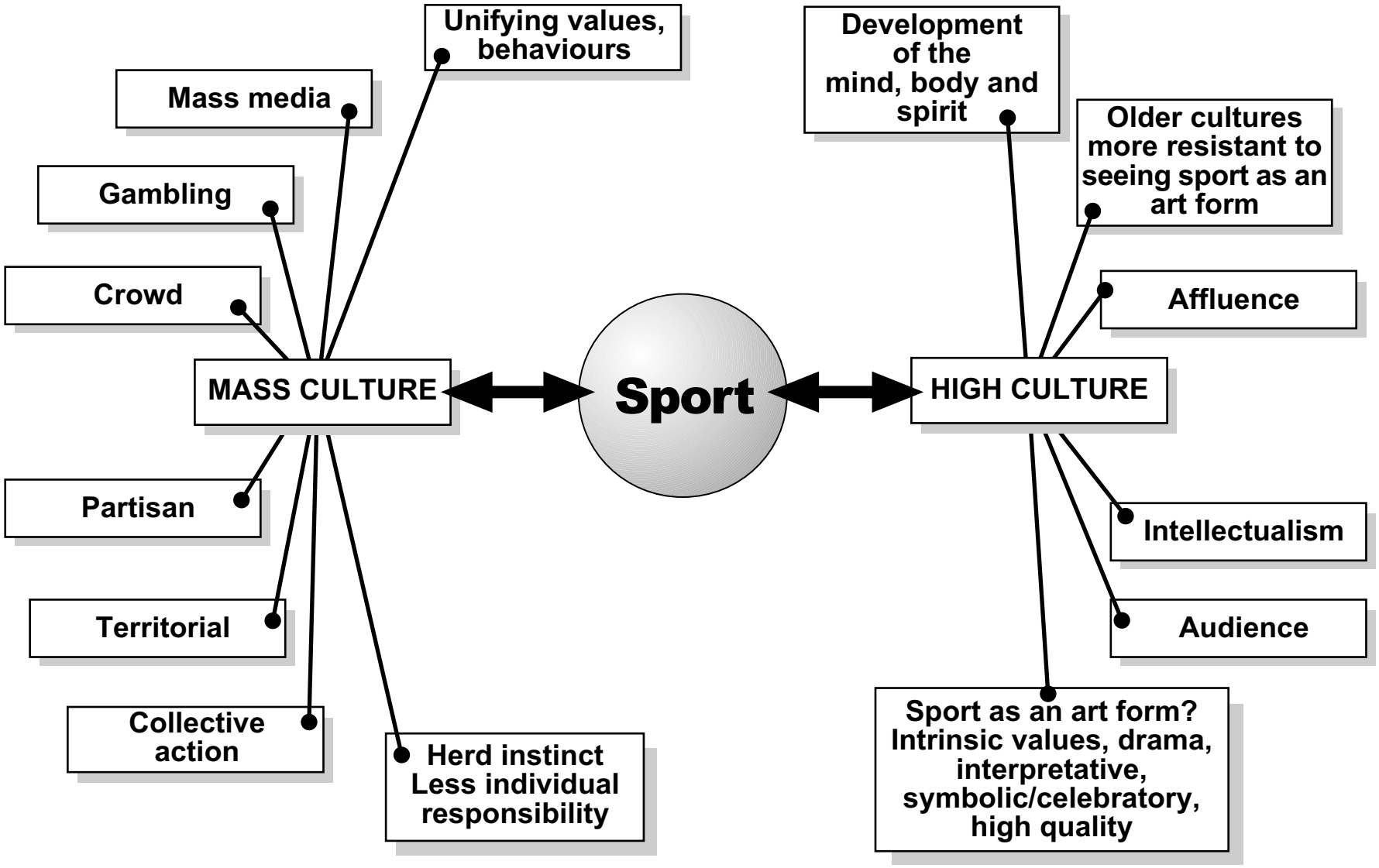
# Sport - Mass & High Culture

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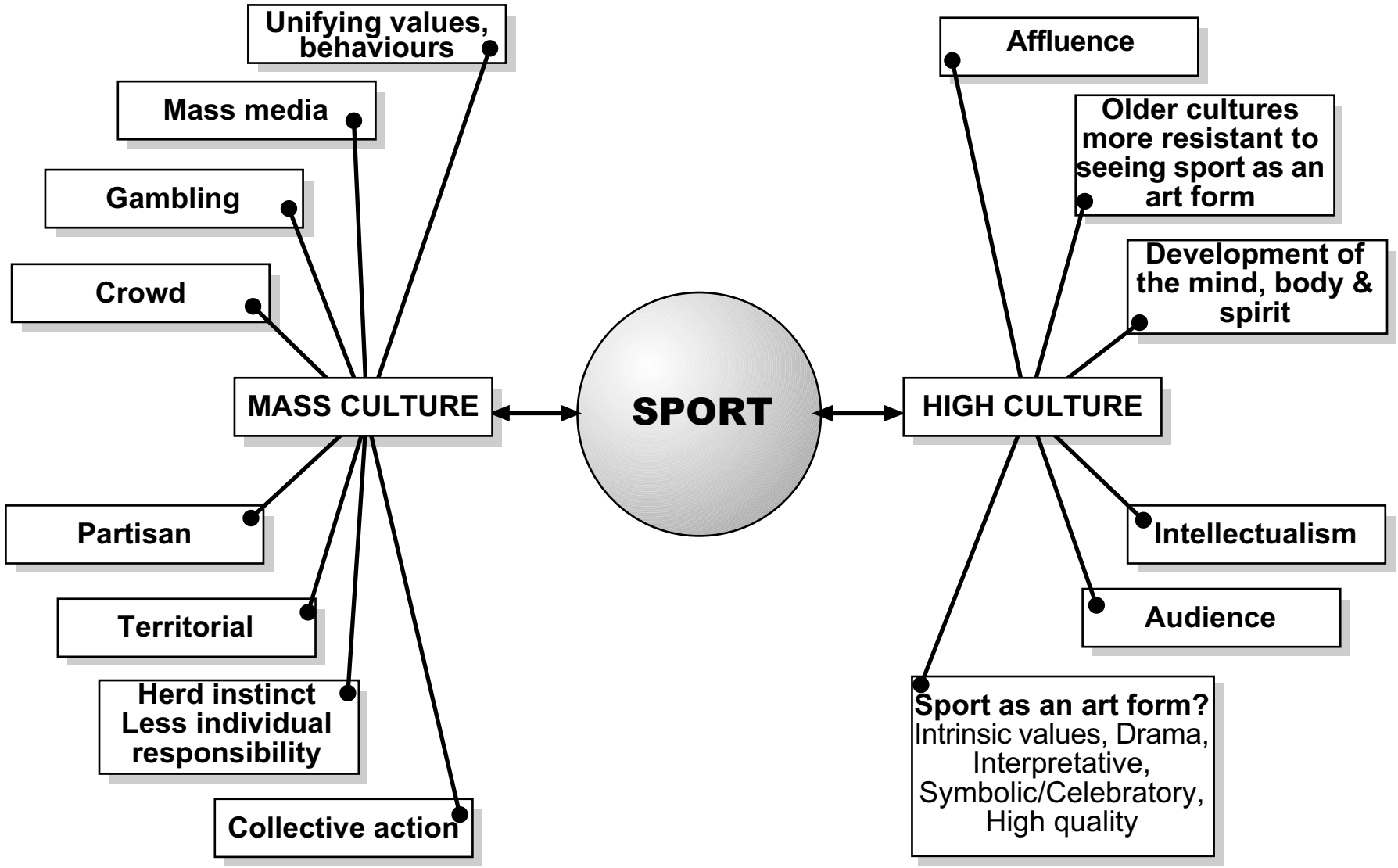
# Sport - Mass & High Culture

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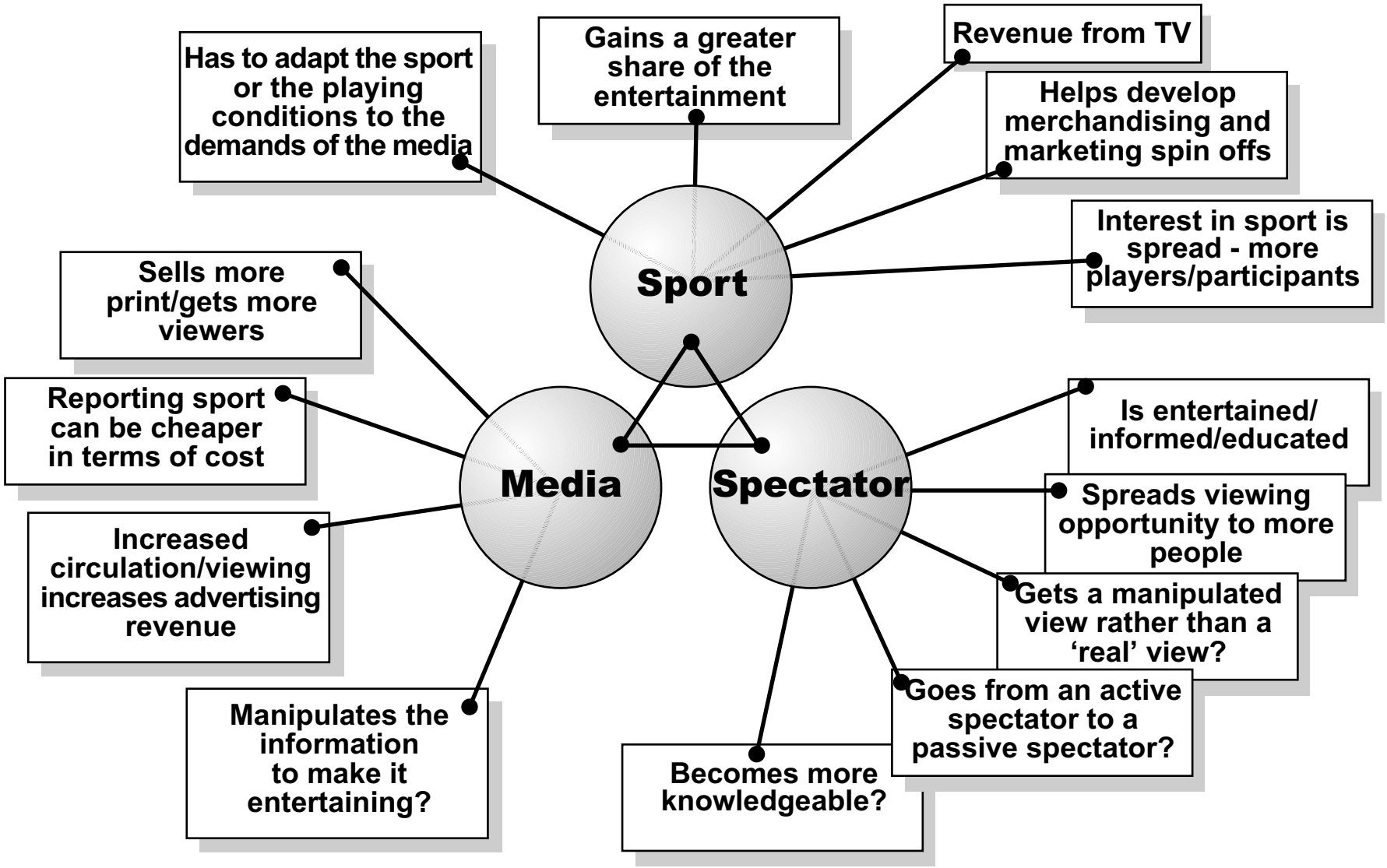
# Sport - Media - Spectator Link


Has to adapt the sport or the playing conditions to the demands of the media
Gains a greater share of the entertainment
Revenue from TV
Helps develop merchandising and marketing spin offs
Interest in sport is spread - more players/participants
Sport
Sells more print/gets more viewers
Reporting sport can be cheaper in terms of cost
Media
Spectator
Is entertained/ informed/educated
Spreads viewing opportunity to more people
Gets a manipulated view rather than a 'real' view?
Increased circulation/viewing increases advertising revenue
Manipulates the information to make it entertaining?
Becomes more knowledgeable?
Goes from an active spectator to a passive spectator?

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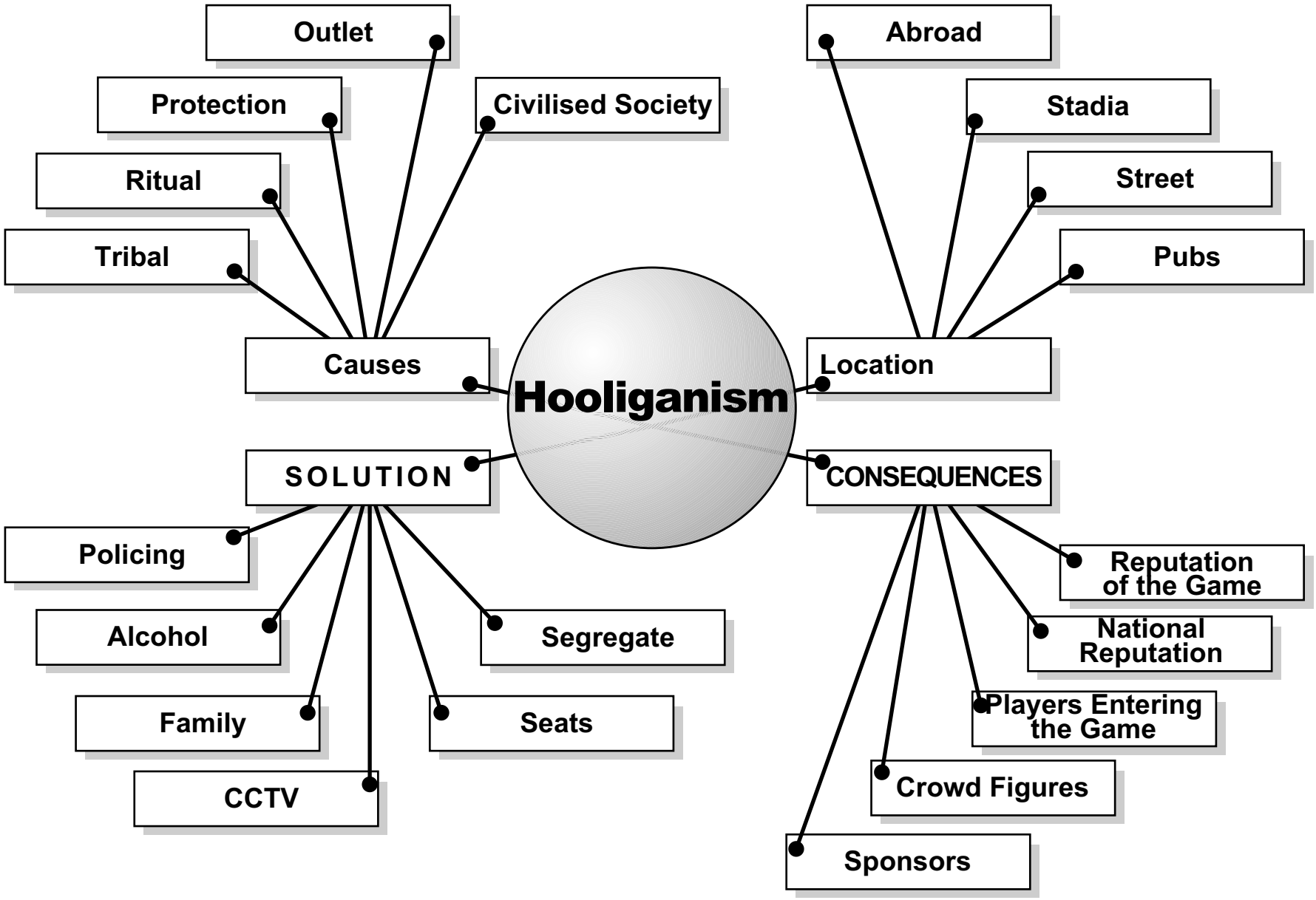
# Sport & Hooliganism

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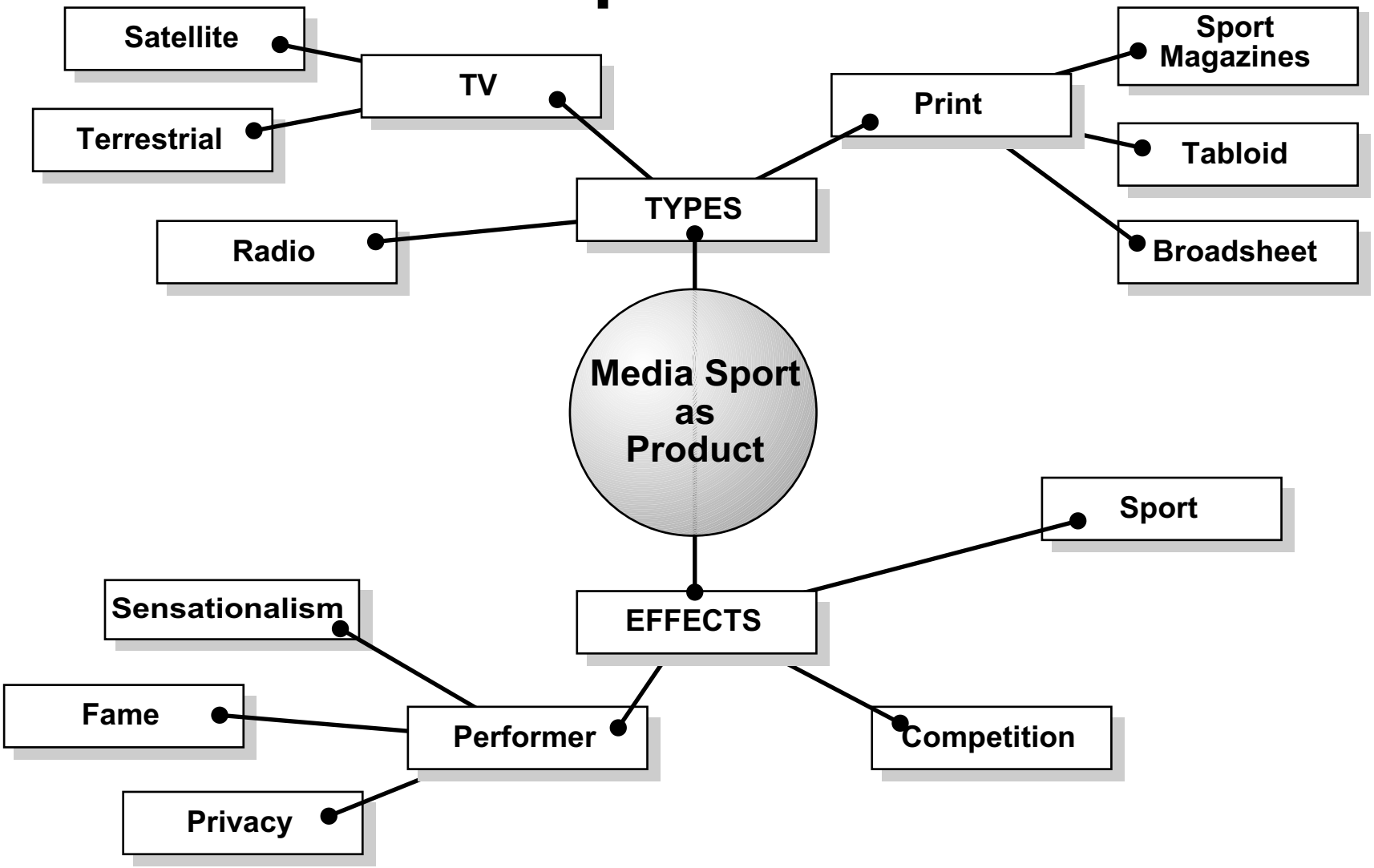
# Media Sport as Product



# The Nature of Elite Sport

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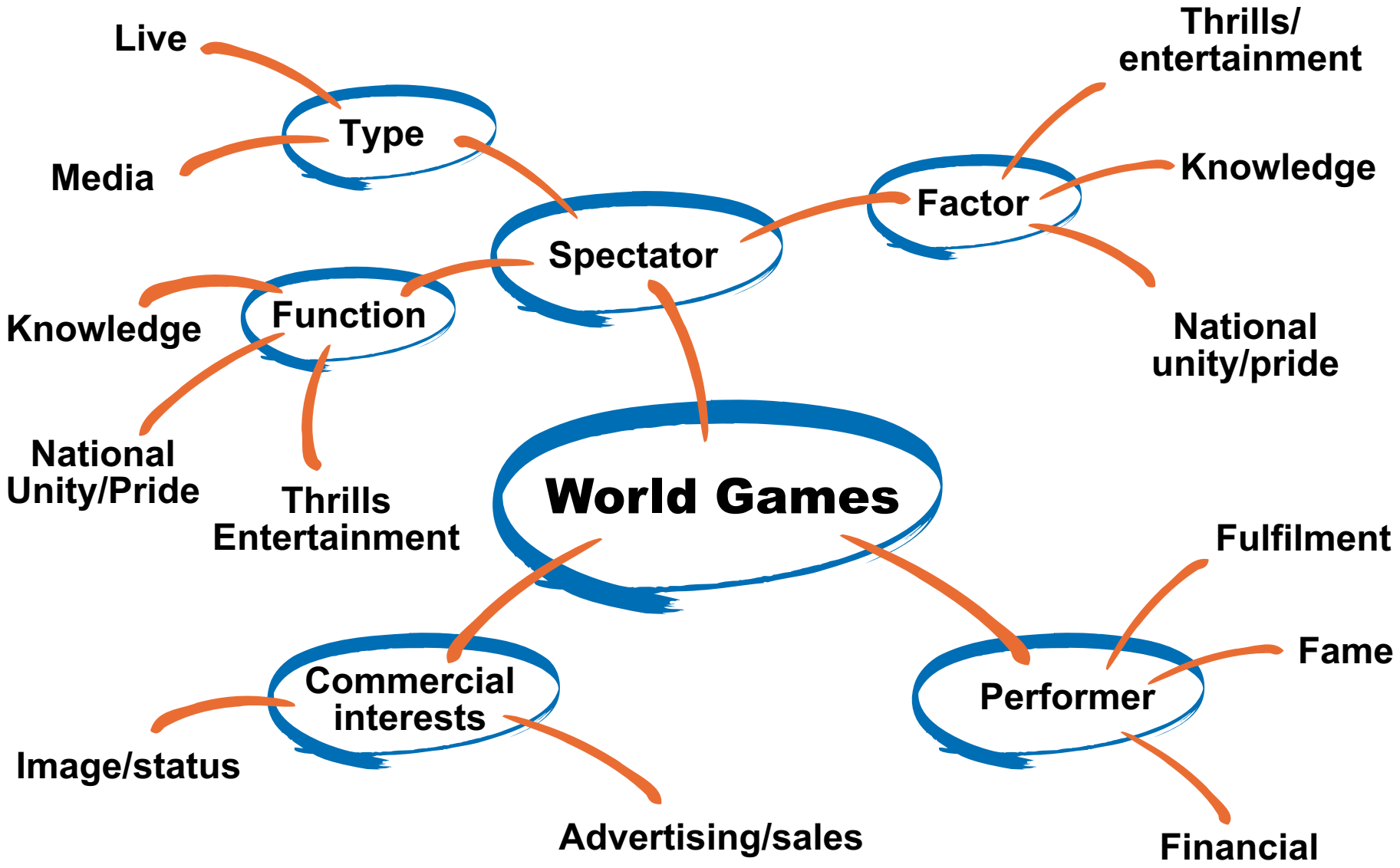
# World Games - Who are they for?

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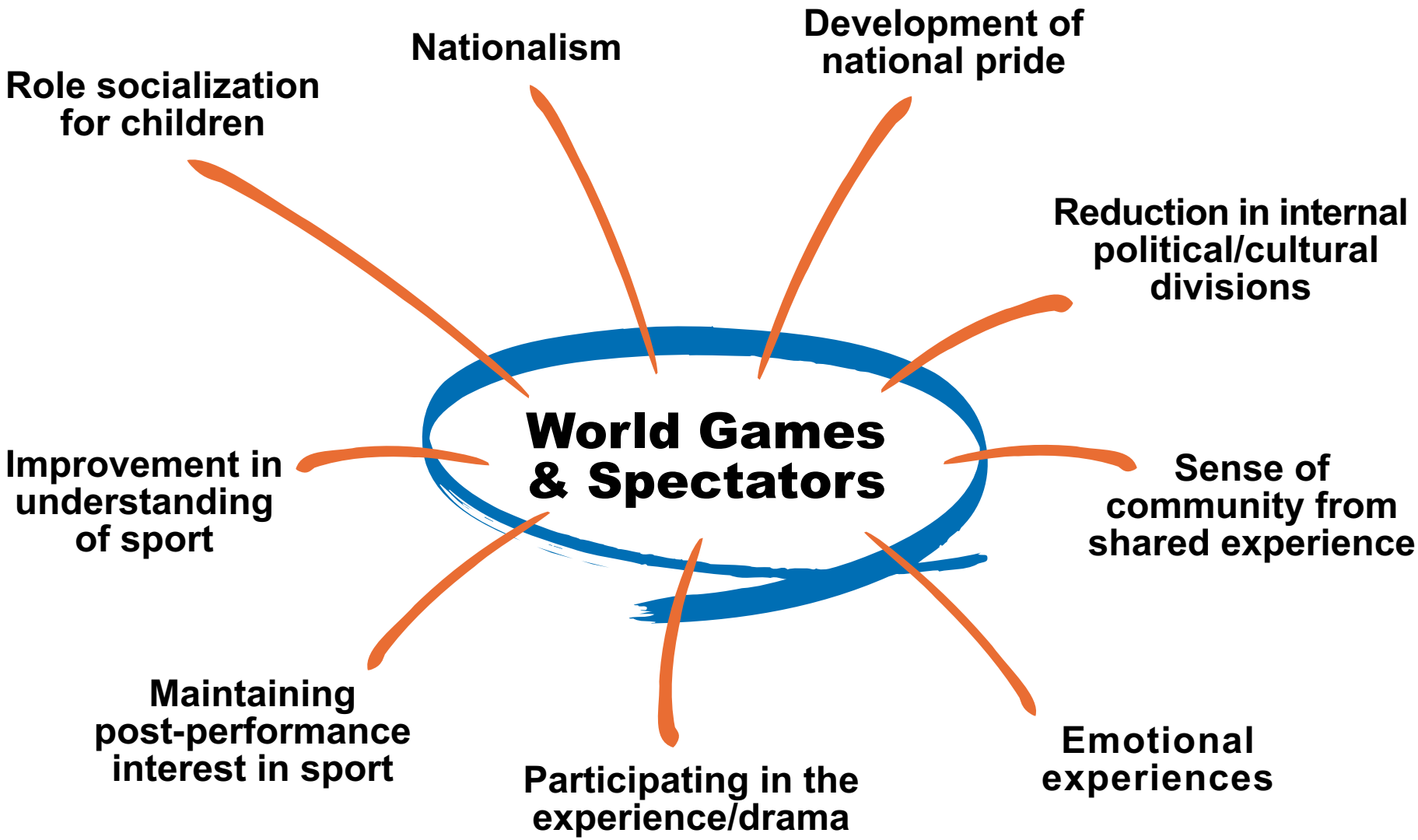
# World Games & Spectators


Role socialization for children
Nationalism
Development of national pride
Reduction in internal political/cultural divisions
World Games & Spectators
Improvement in understanding of sport
Sense of community from shared experience
Maintaining post-performance interest in sport
Participating in the experience/drama
Emotional experiences

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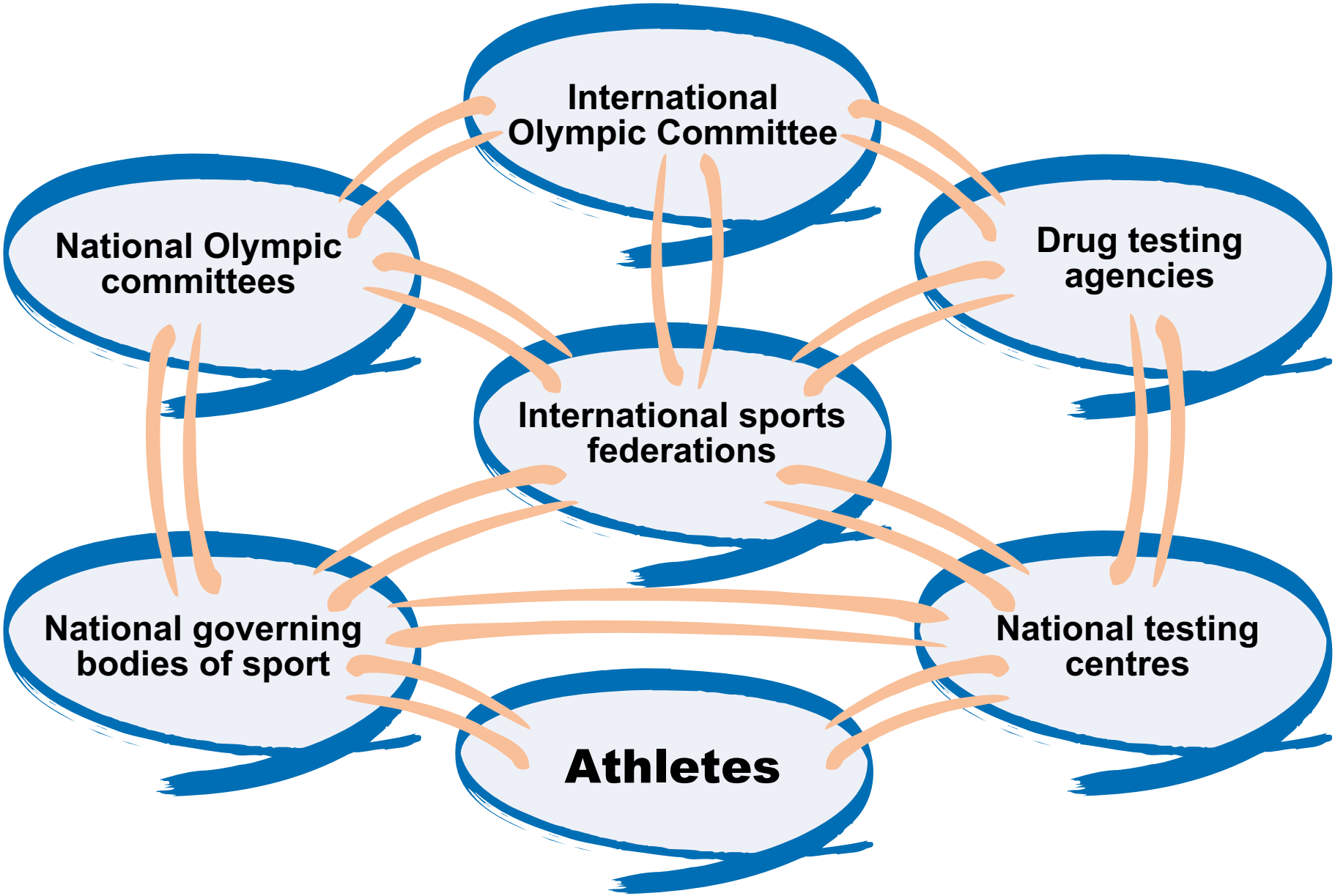
# Olympics - Control

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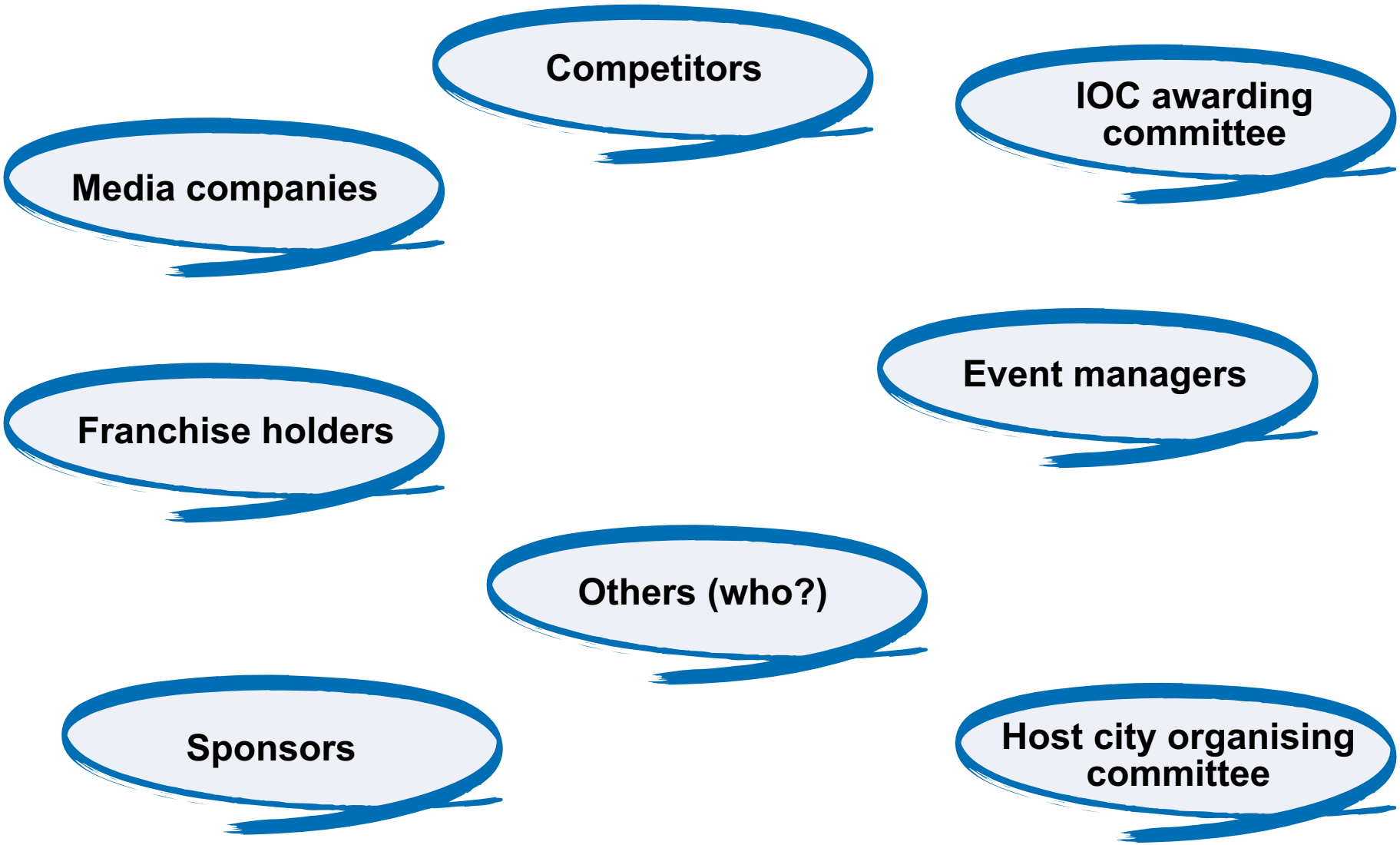
# Olympics - Who May be Corrupting Who?

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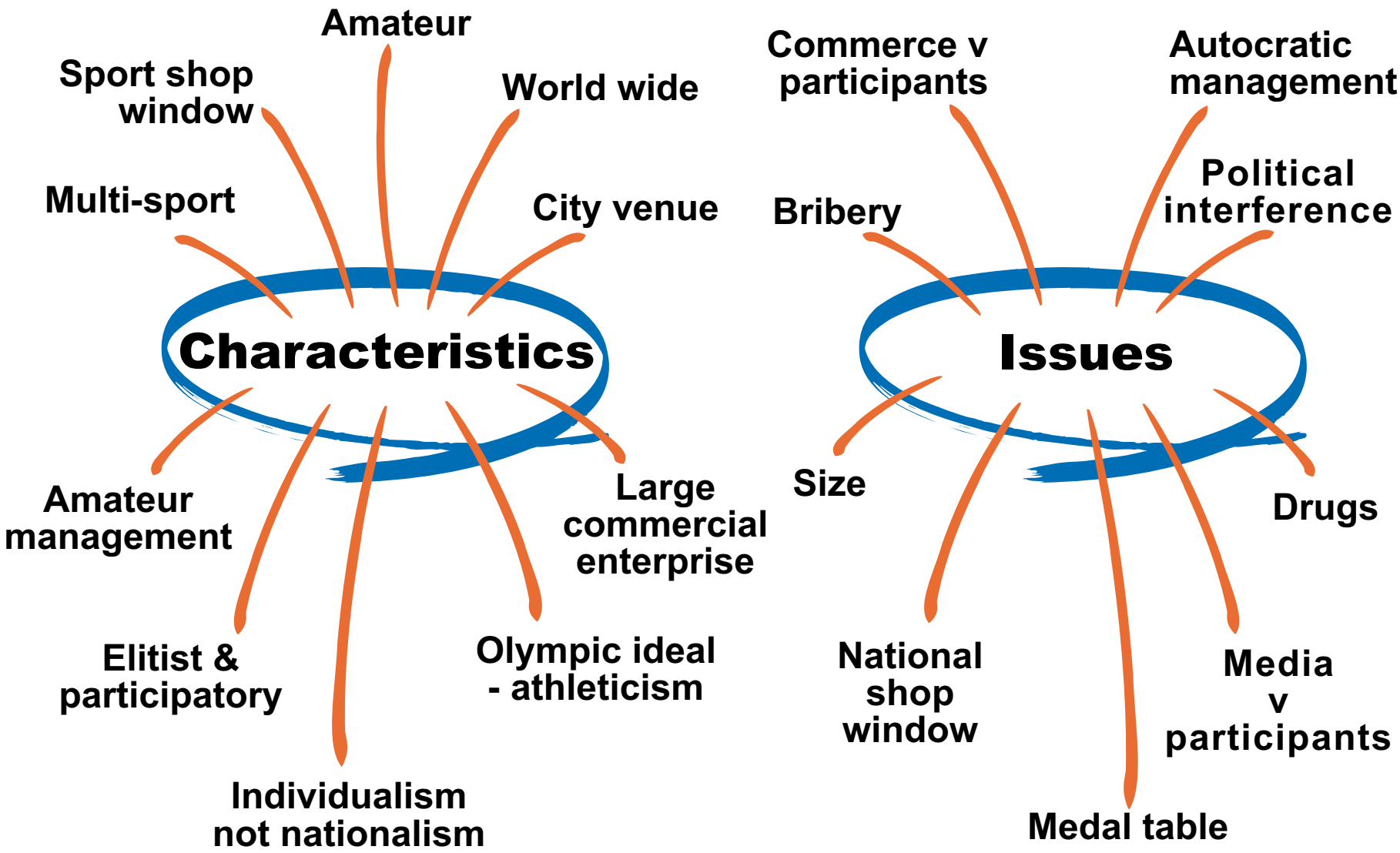
# Olympic Games - Characteristics & Issues

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# Sport and Ethics

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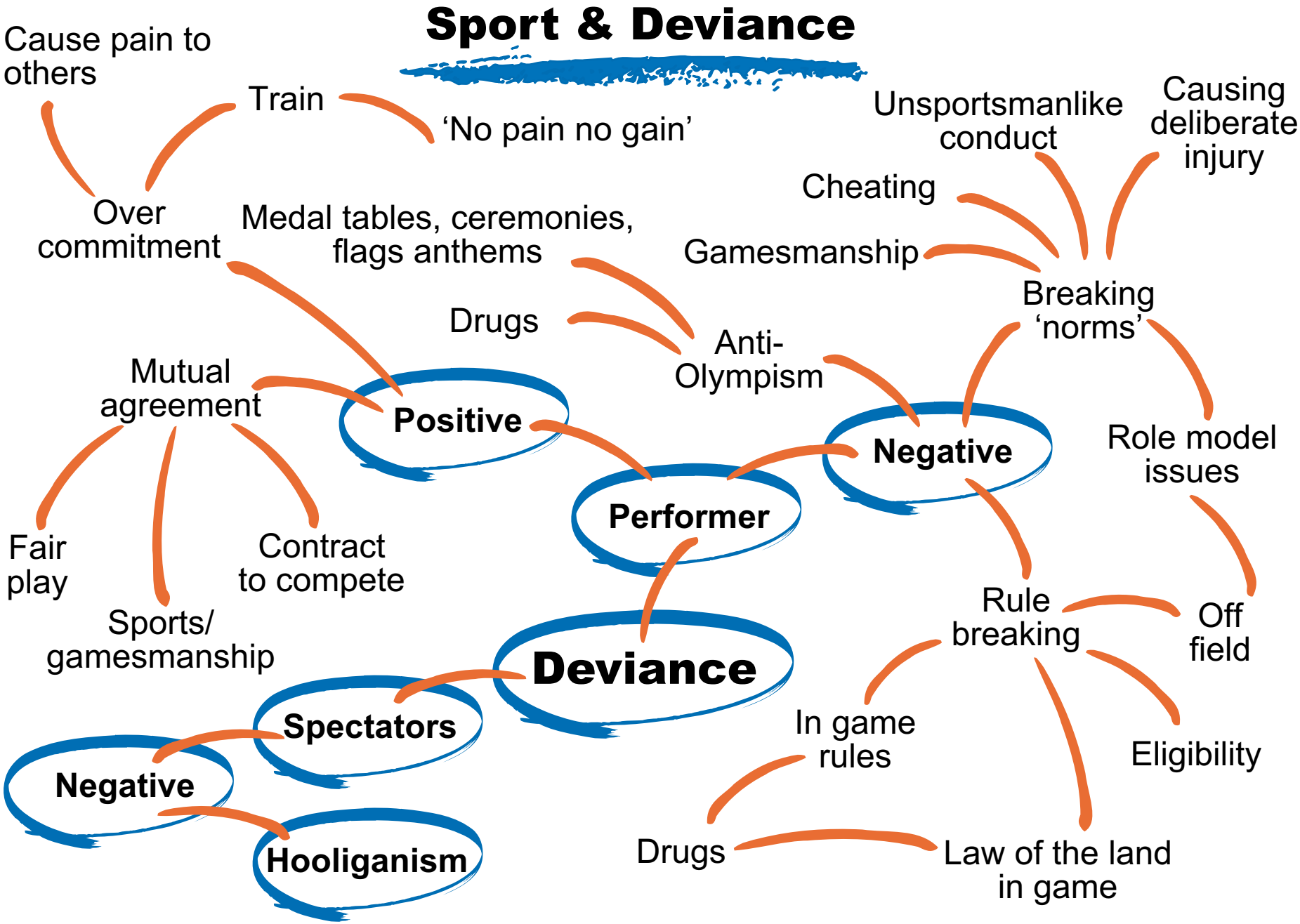
# Sport & Deviance

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# Sport Ethics - The Pressures

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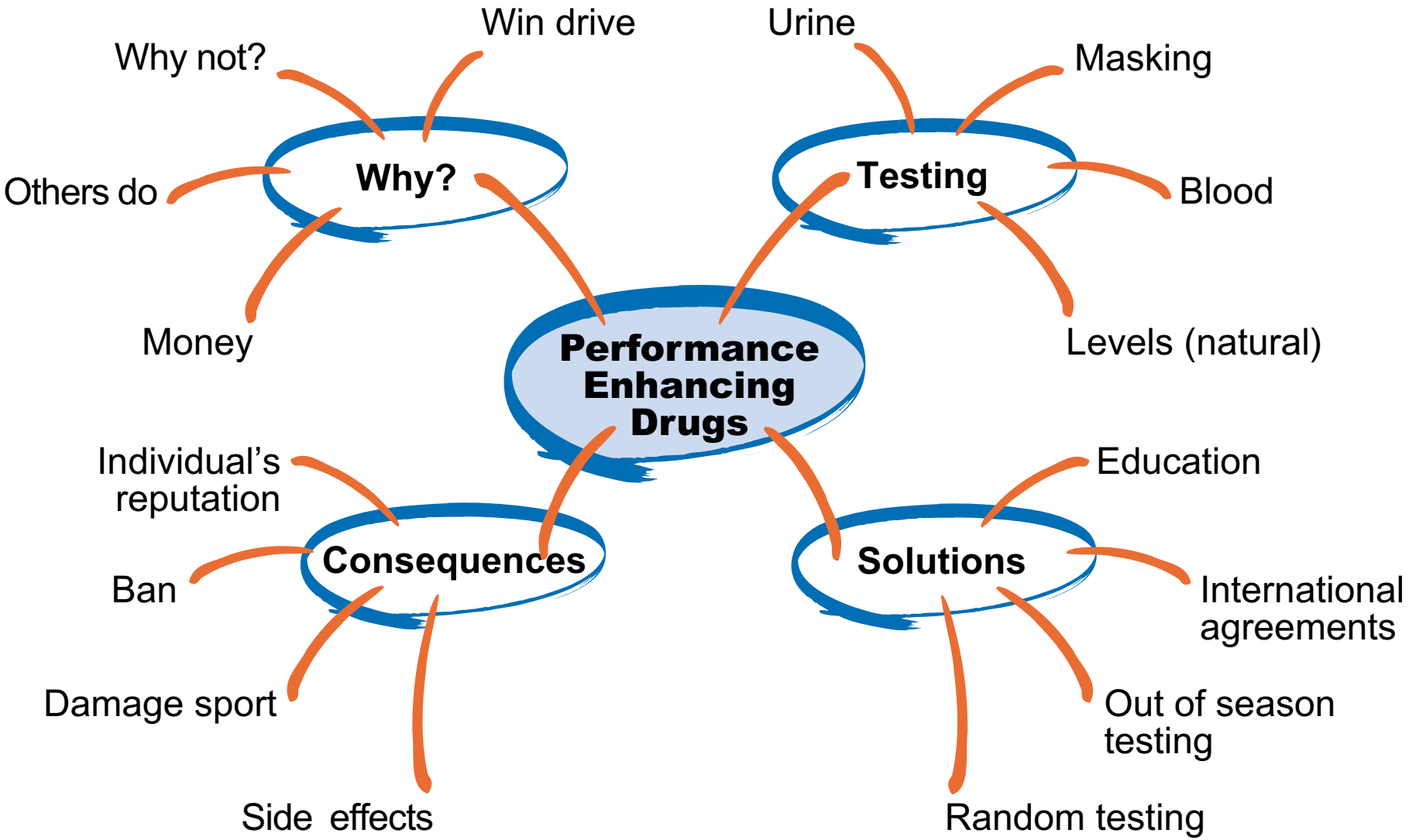
# Performance Enhancing Drugs

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# Functional & Dysfunctional Actions in Sport - Examples

Using performance enhancing drugs
Returning the ball to the opposition after an injury
Deliberately fouling an opponent
Exhausting yourself in an attempt to win
Clapping your opponent after they have won
Pretending an opponent has hit you
Tackling an opponent hard to make him nervous
Arguing with the referee over a decision
Applauding an opponent's century
Giving your opponents a player when they are one short
Appealing for the throw in although you know you put the ball off
Getting a breather in squash by tying up a shoelace
Admitting a double hit in snooker even though not seen by the referee
Deliberately punching an opponent to prevent him playing well
Injuring an opponent in a fair tackle
'Walking' in cricket before umpire gives decision
Taking a dive in the penalty area

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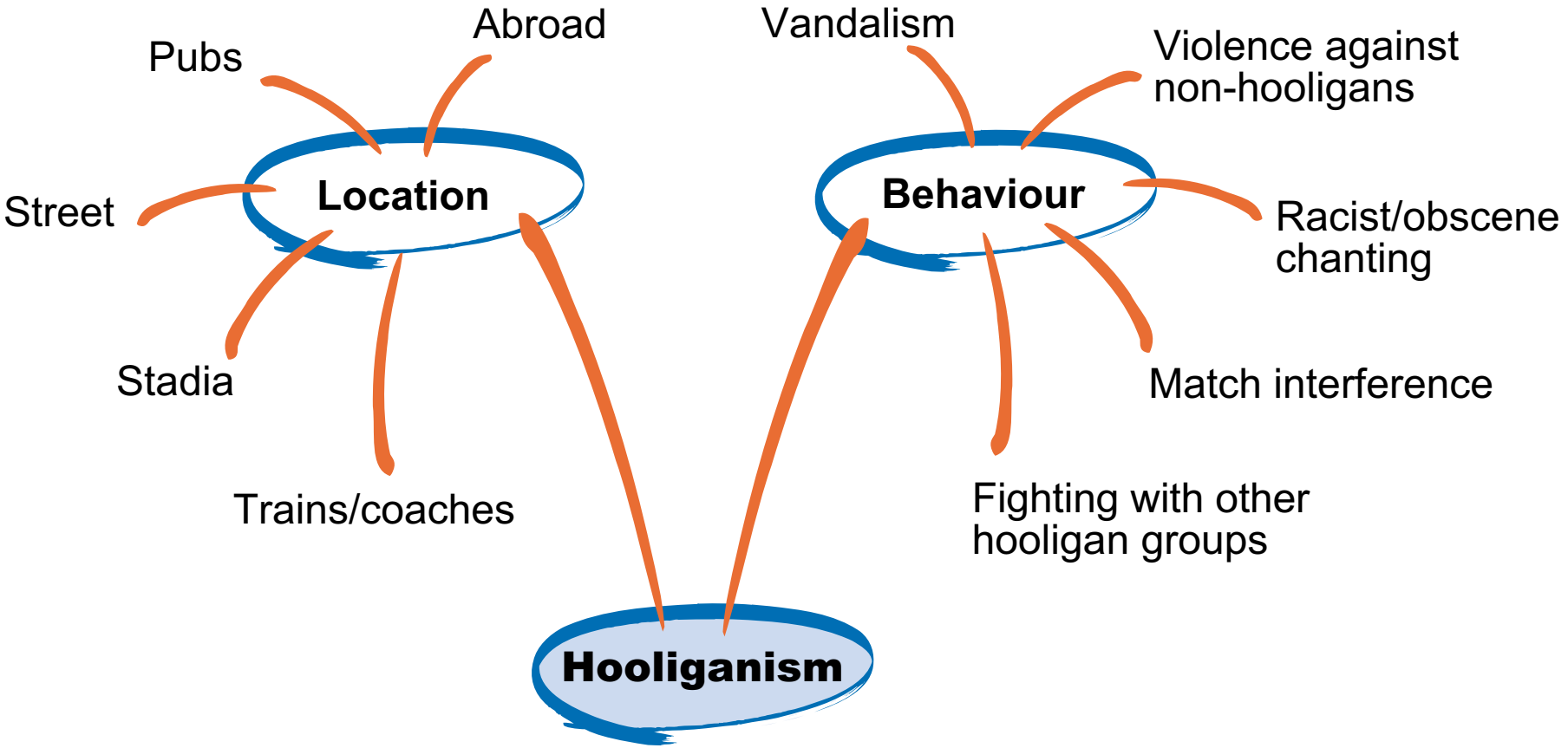
# Hooliganism - Location & Behavioural Characteristics

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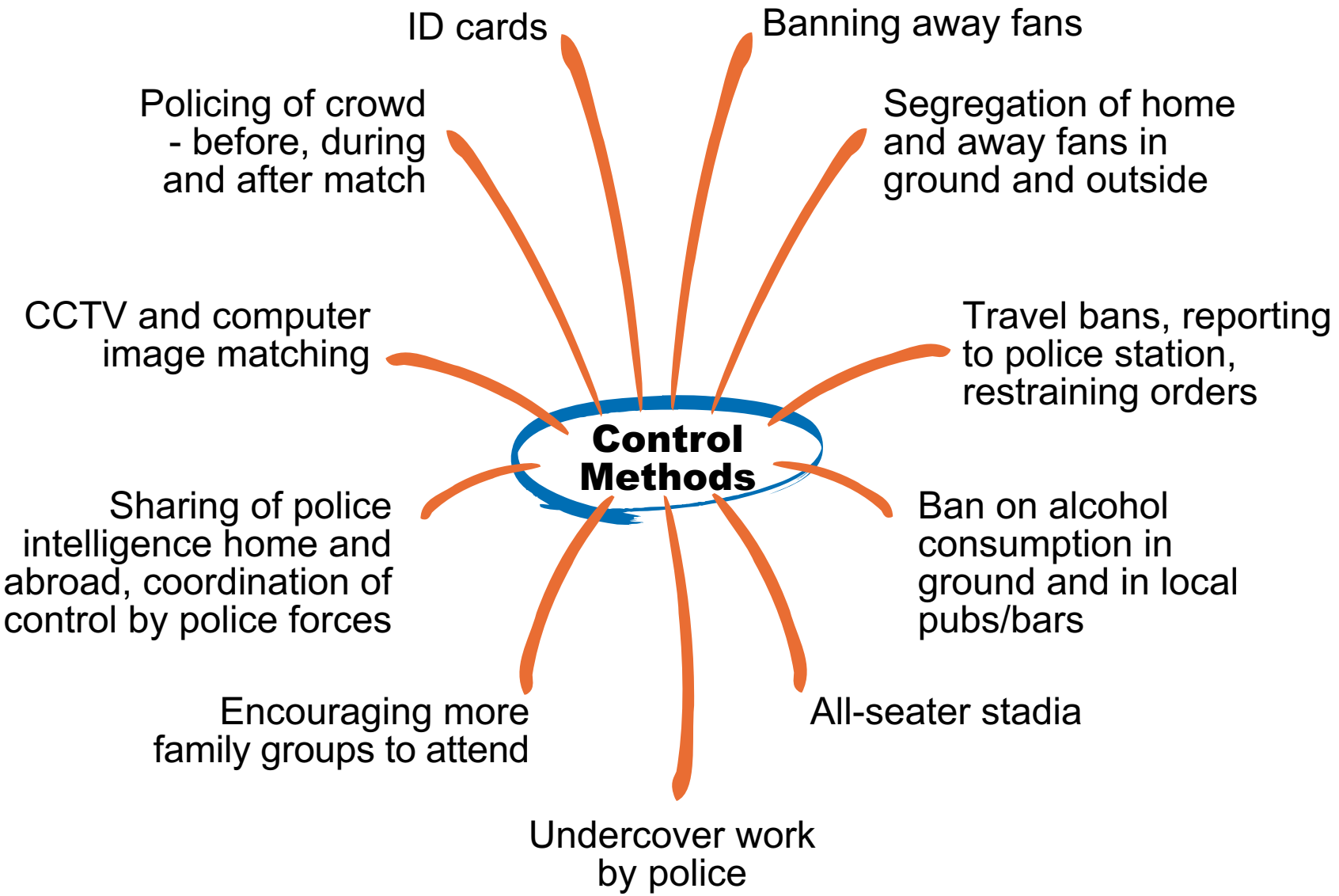
# Controlling Hooliganism


ID cards
Banning away fans
Policing of crowd - before, during and after match
Segregation of home and away fans in ground and outside
CCTV and computer image matching
Travel bans, reporting to police station, restraining orders
Control Methods
Sharing of police intelligence home and abroad, coordination of control by police forces
Ban on alcohol consumption in ground and in local pubs/bars
Encouraging more family groups to attend
All-seater stadia
Undercover work by police

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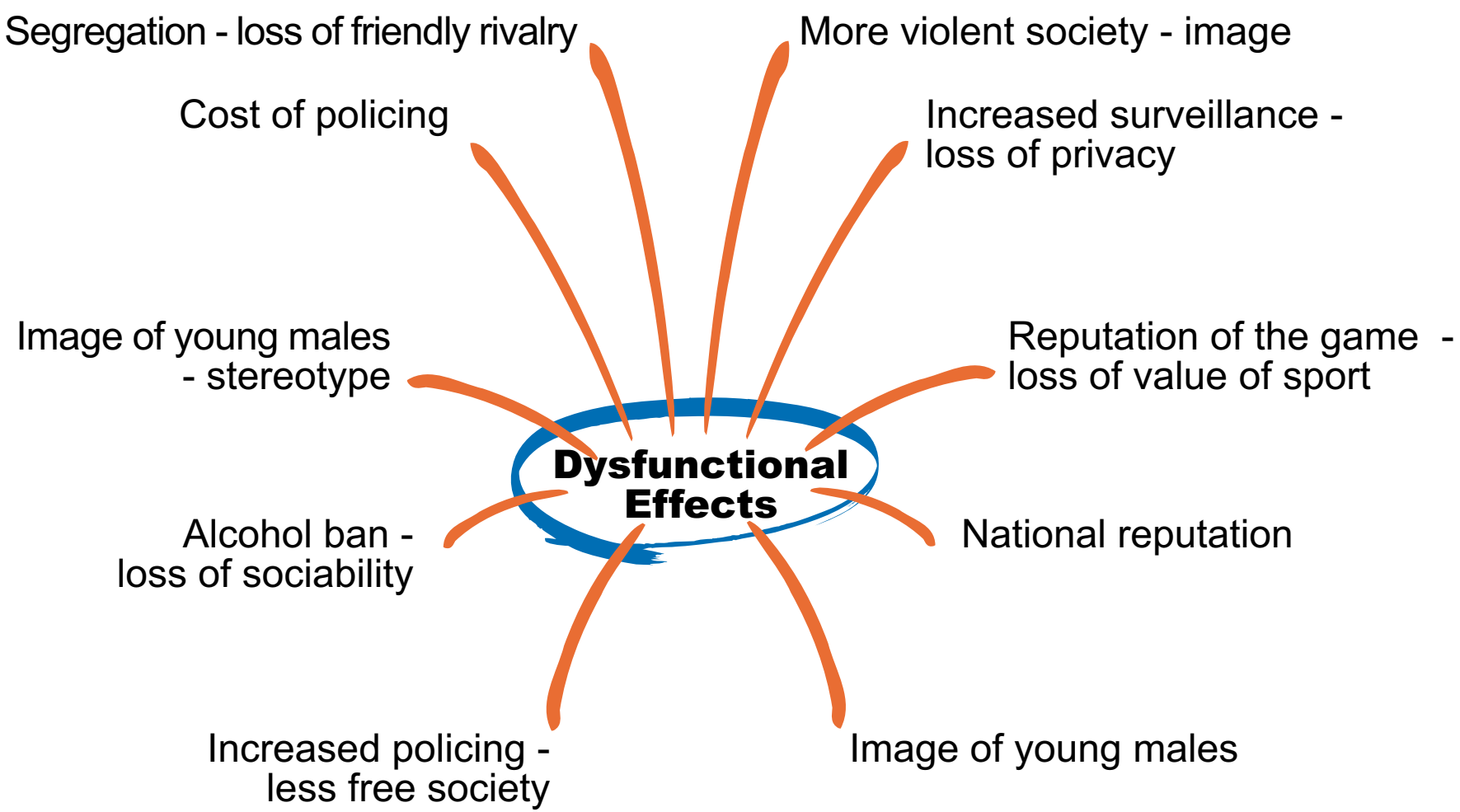
# Hooliganism - Dysfunctional Effects in Society


Segregation - loss of friendly rivalry
More violent society - image
Cost of policing
Increased surveillance - loss of privacy
Image of young males - stereotype
Reputation of the game - loss of value of sport
Dysfunctional Effects
Alcohol ban - loss of sociability
National reputation
Increased policing - less free society
Image of young males

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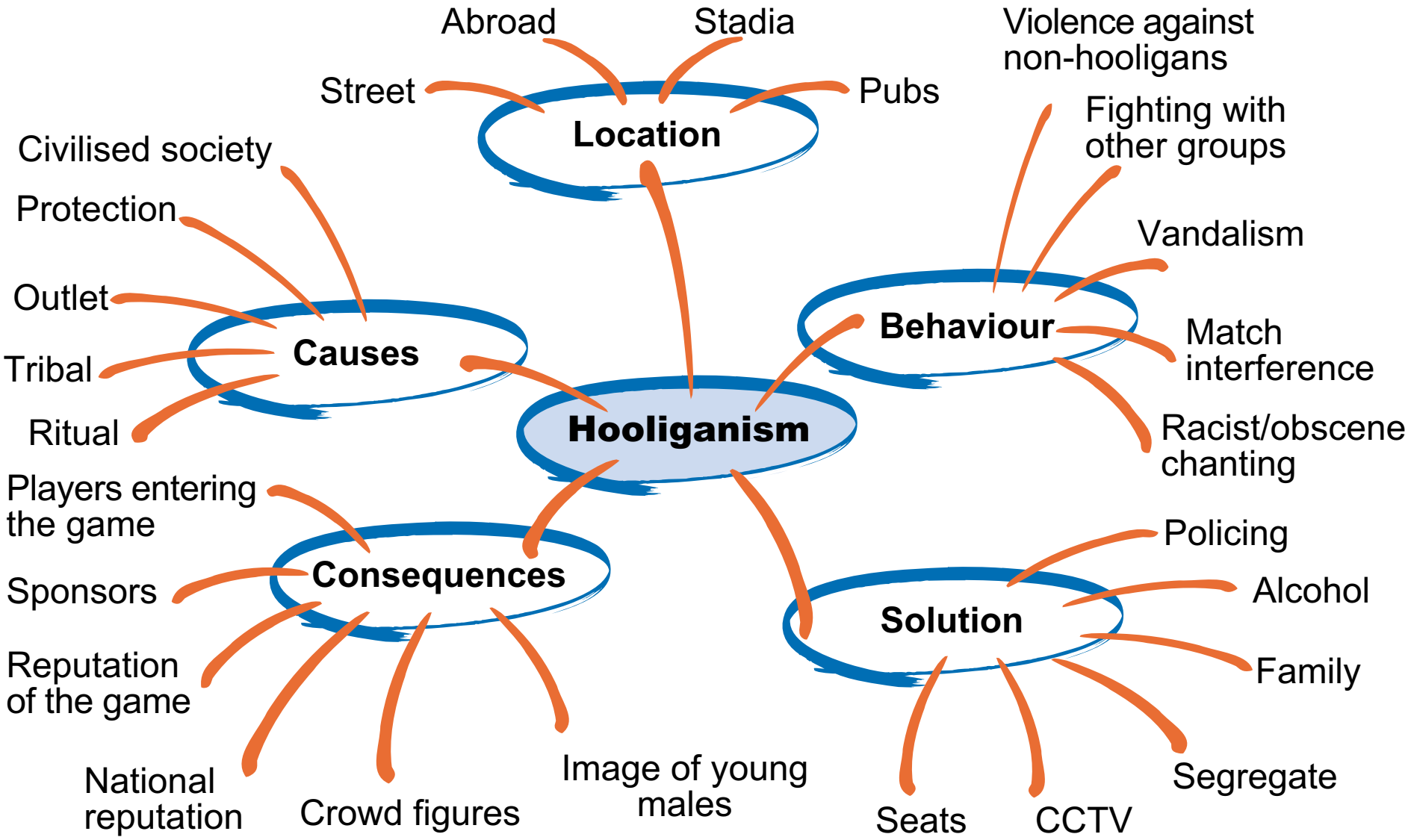
# Elite Sport & Hooliganism - Summary

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# Developing the Elite Performer

- Creating the foundation base
- Identifying the talent
- Providing the development structure
- Supporting performer development
- Sustaining the performer

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# Factors Influencing Elite Performance Development

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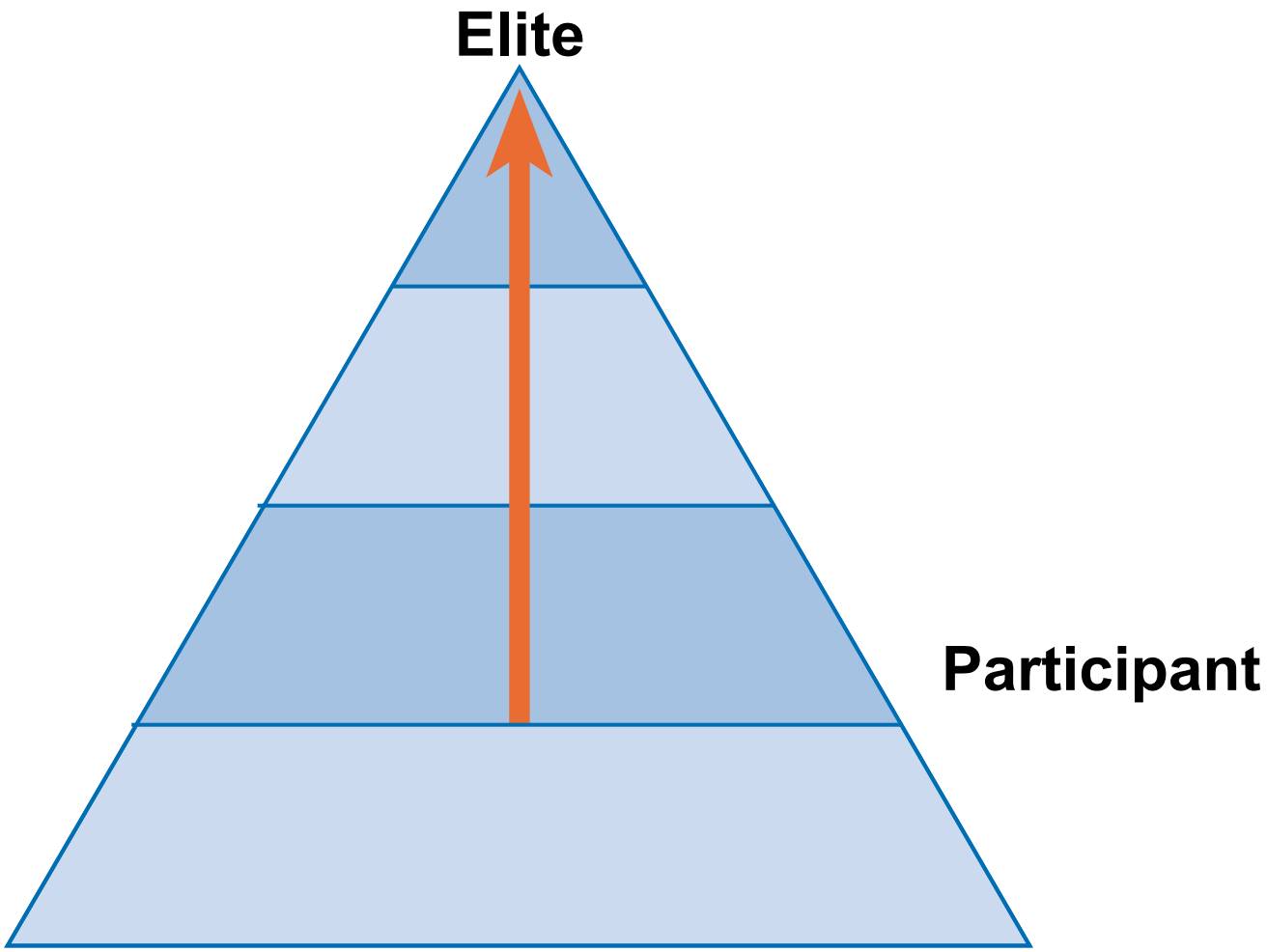


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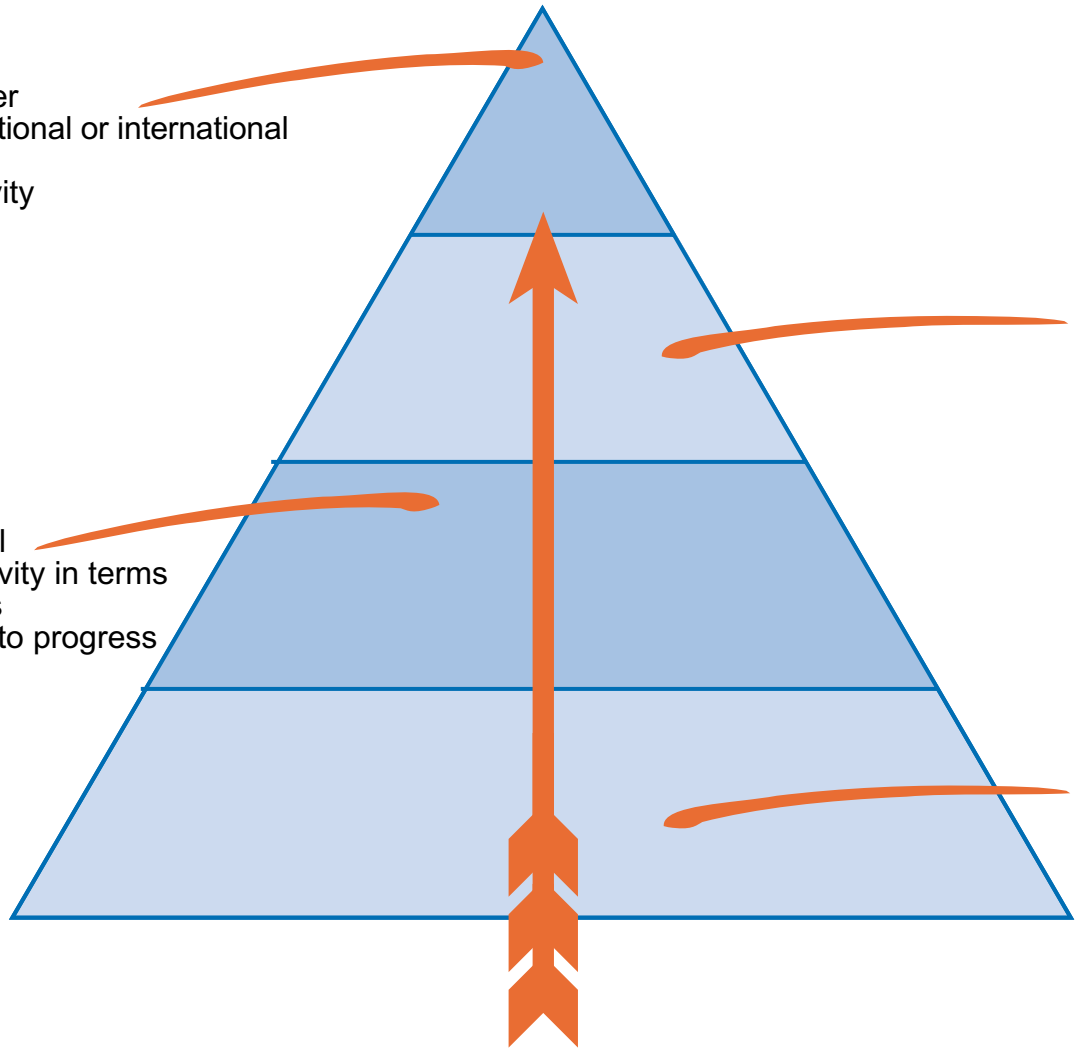
# Elite Performance Pyramid




**Excellence**
Elite level
Professional performer
Performing on at a national or international level
Virtually full time activity

**Performance**
Striving to fulfill potential
Seeking progression
Playing at county/regional level
In talent development programme

**Participation**
Regular performer
At club or school level
Committed to the activity in terms of time and resources
May or may not wish to progress further

**Foundation**
Introduction to activity
Through school PE programme
Recreational play with parents
Play schemes
“Come and try it” sessions
No commitment

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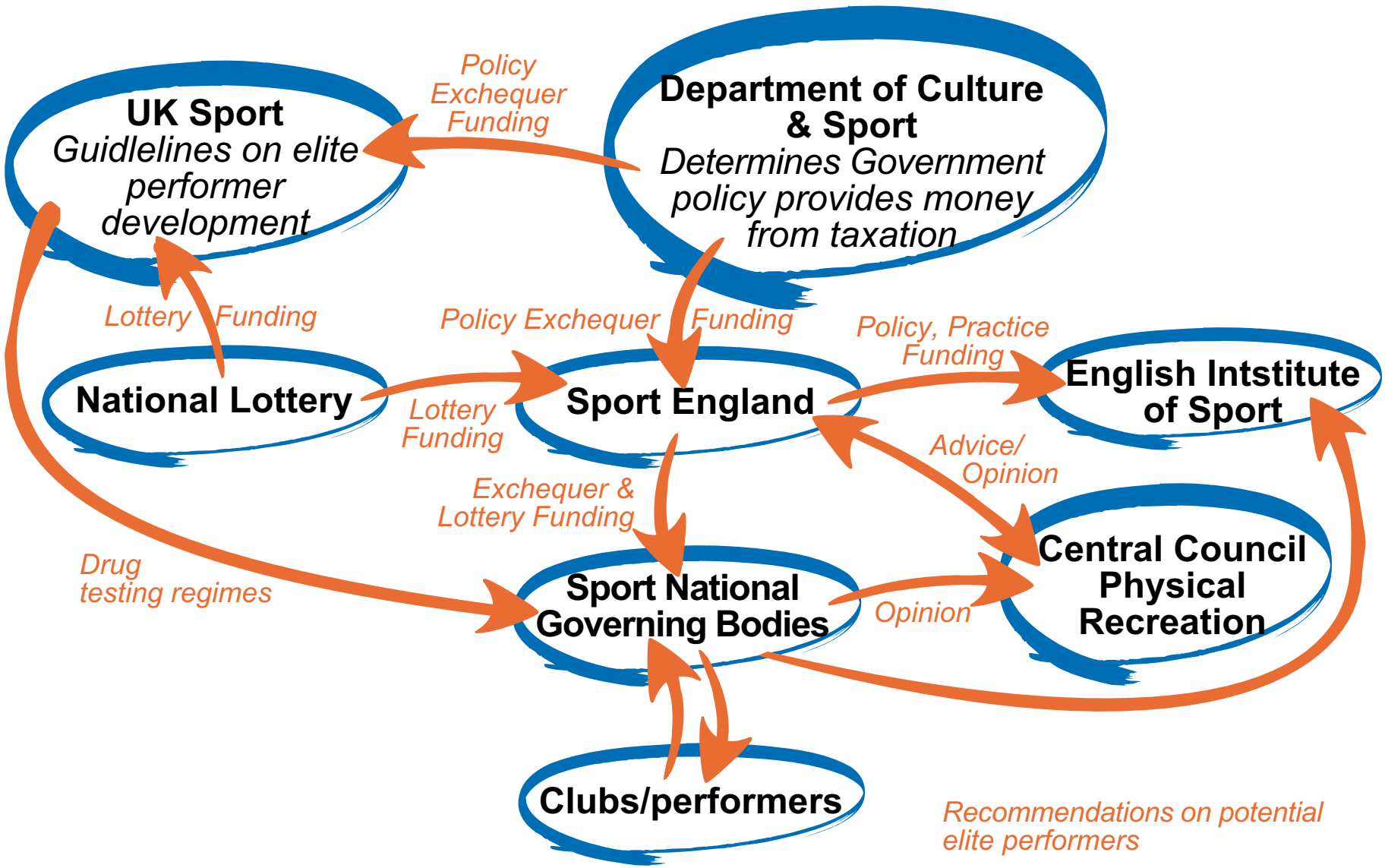
# Control of Elite Sport (England)

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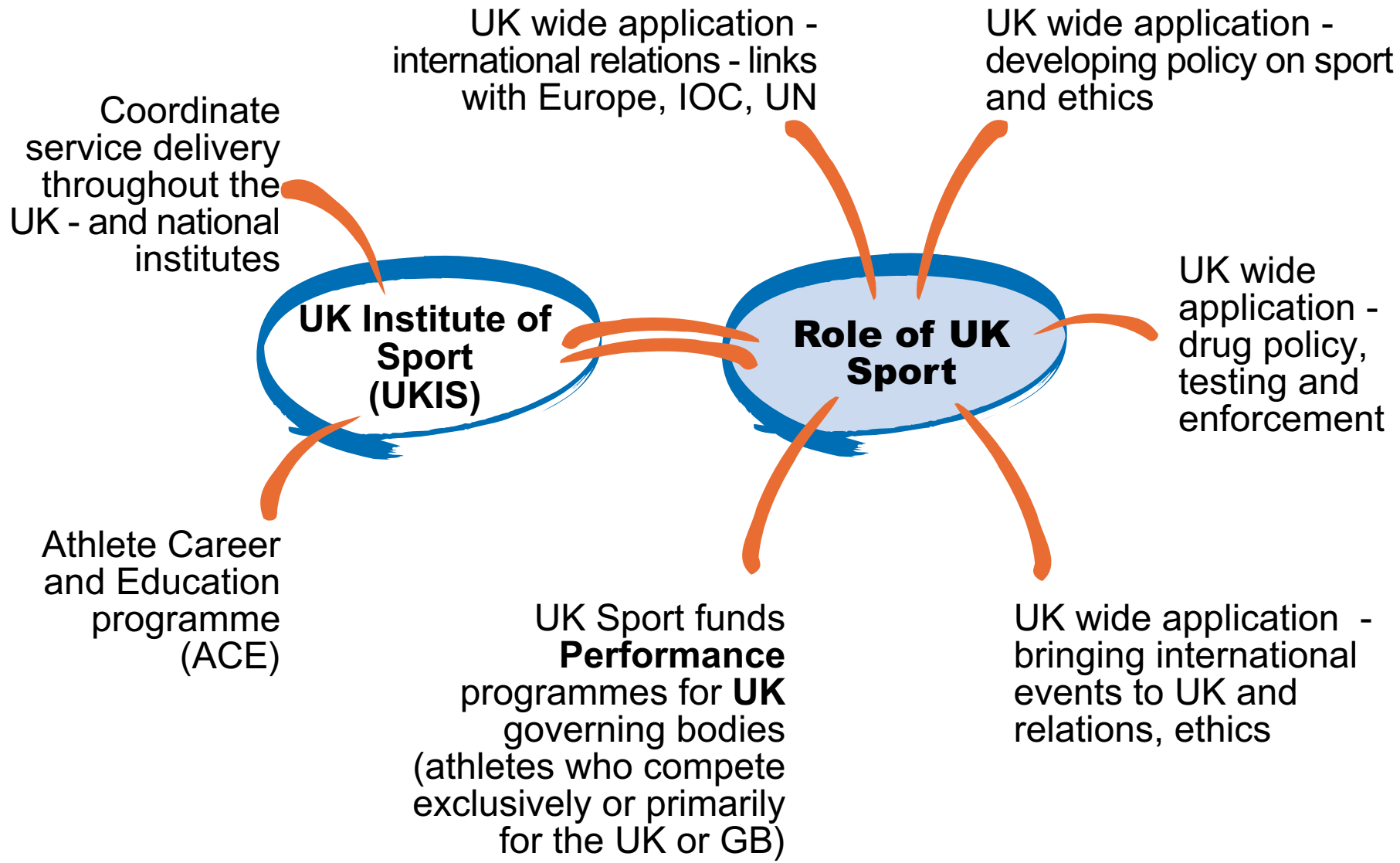
# Role of UK Sport


UK wide application - international relations - links with Europe, IOC, UN
UK wide application - developing policy on sport and ethics
Coordinate service delivery throughout the UK - and national institutes
UK Institute of Sport (UKIS)
Role of UK Sport
UK wide application - drug policy, testing and enforcement
Athlete Career and Education programme (ACE)
UK Sport funds **Performance** programmes for **UK** governing bodies (athletes who compete exclusively or primarily for the UK or GB)
UK wide application - bringing international events to UK and relations, ethics

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# English Institute of Sport

Potential funding - assists development of performers with the potential to win medals in 8 years
Start funding - identifies & nurtures those who can achieve future world class success
Performance funding - assists performers with the potential to win medals in 4 years
Supports NGB & performers in world class programme
Will eventually support 4000 performers in 34 sports
Provides physiology, physiotherapy, fitness & conditioning advice & facilities
GP services, diet & nutrition advice & information services - through EIS
Each country in UK has its own institute
English Institute of Sport & the development of elite performance
Channels lottery funding on advice & recommendation of NGB
Athlete Career Education (ACE) programme
9 regional institute sites - with sport specific focus and facilities
Sport specific support + sport science & medicine

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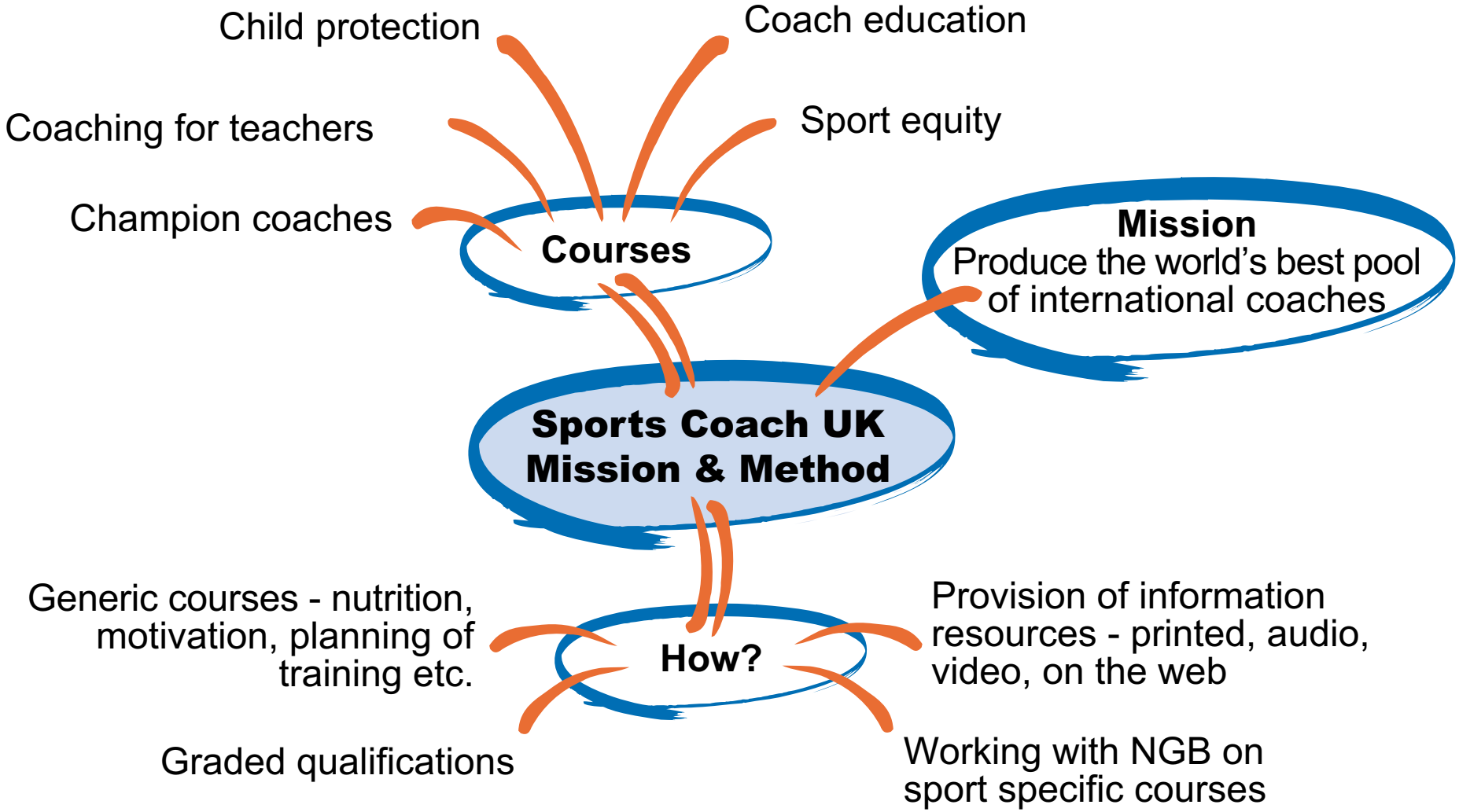
# Sports Coach UK


Child protection
Coach education
Coaching for teachers
Sport equity
Champion coaches
Courses
Mission
Produce the world's best pool of international coaches
Sports Coach UK Mission & Method
Generic courses - nutrition, motivation, planning of training etc.
How?
Provision of information resources - printed, audio, video, on the web
Graded qualifications
Working with NGB on sport specific courses

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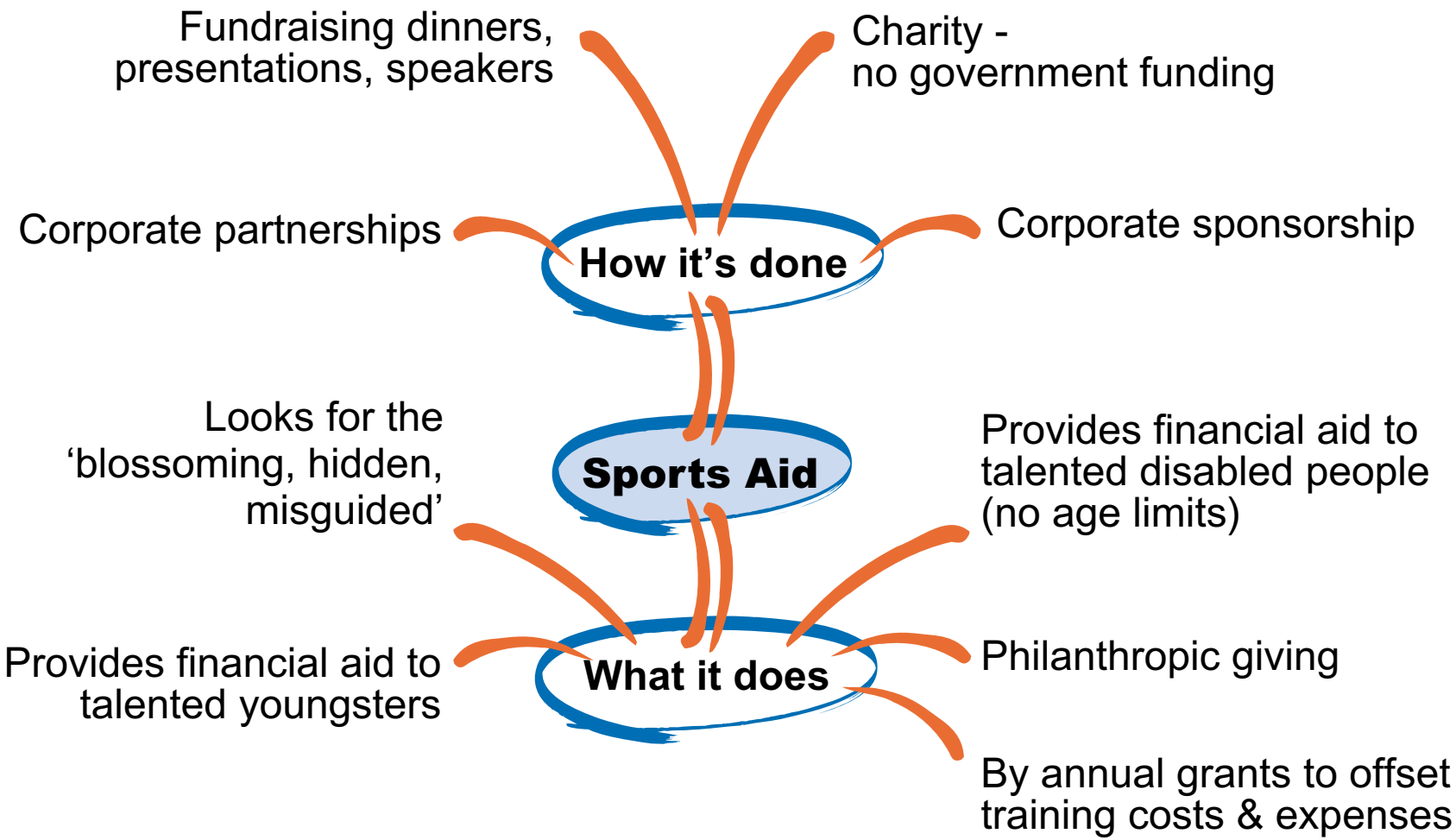
# Sports Aid


Fundraising dinners, presentations, speakers
Charity - no government funding
Corporate partnerships
How it's done
Corporate sponsorship
Looks for the 'blossoming, hidden, misguided'
Sports Aid
Provides financial aid to talented disabled people (no age limits)
Provides financial aid to talented youngsters
What it does
Philanthropic giving
By annual grants to offset training costs & expenses

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# National Institute of Sports Medicine

Mission
Provide optimum levels of safety and care to enhance the ability of those engaged in exercise and sport from grass roots to international levels throughout the UK
National Institute of Sports Medicine

Promotes good medical practice in the treatment of athletes at all levels

Courses for GPs. Physiotherapists etc.

Works with NGBs and National Sports Institutes (e.g. EIS)

Developed a SMART database, publications provided library services etc.

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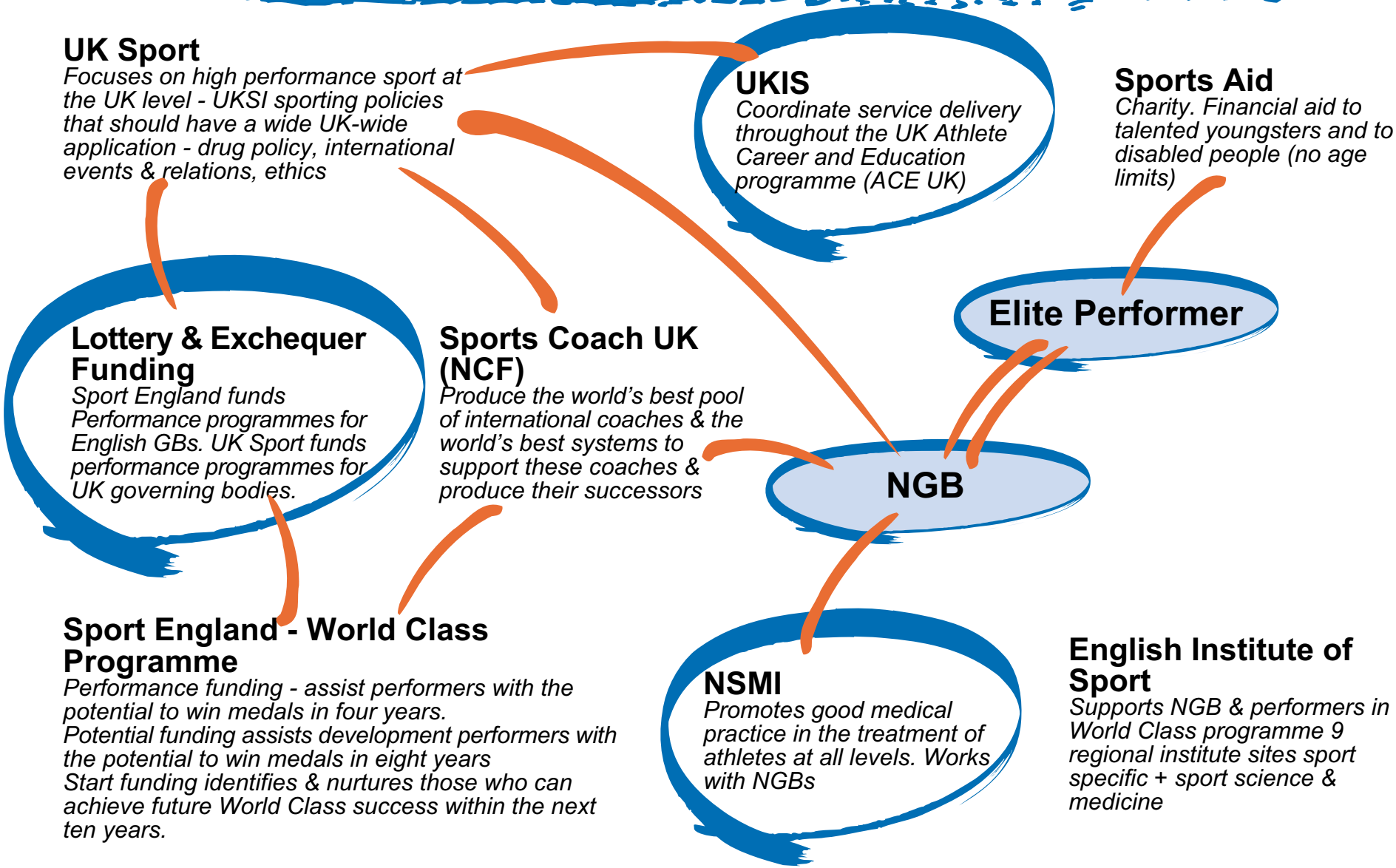
# Supporting the Elite Performer - A Summary


UK Sport
Focuses on high performance sport at the UK level - UKSI sporting policies that should have a wide UK-wide application - drug policy, international events & relations, ethics
UKIS
Coordinate service delivery throughout the UK Athlete Career and Education programme (ACE UK)
Sports Aid
Charity. Financial aid to talented youngsters and to disabled people (no age limits)
Elite Performer
Lottery & Exchequer Funding
Sport England funds Performance programmes for English GBs. UK Sport funds performance programmes for UK governing bodies.
Sports Coach UK (NCF)
Produce the world's best pool of international coaches & the world's best systems to support these coaches & produce their successors
NGB
Sport England - World Class Programme
Performance funding - assist performers with the potential to win medals in four years.
Potential funding assists development performers with the potential to win medals in eight years
Start funding identifies & nurtures those who can achieve future World Class success within the next ten years.
NSMI
Promotes good medical practice in the treatment of athletes at all levels. Works with NGBs
English Institute of Sport
Supports NGB & performers in World Class programme 9 regional institute sites sport specific + sport science & medicine

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# “Who is Connected to Who?”

**Department of Culture, Media & Sport**

**Sports Coach UK**
*The National Coaching Federation*

**uk:athletics**

**Sport England**
*Sport England is the brand name of the English Sports Council which is a distributor of Lottery funds to sport*

**SportsAid**
*The Charity for Sport*

**British Olympic Association**

**CCPR**

**English Institute of Sport**

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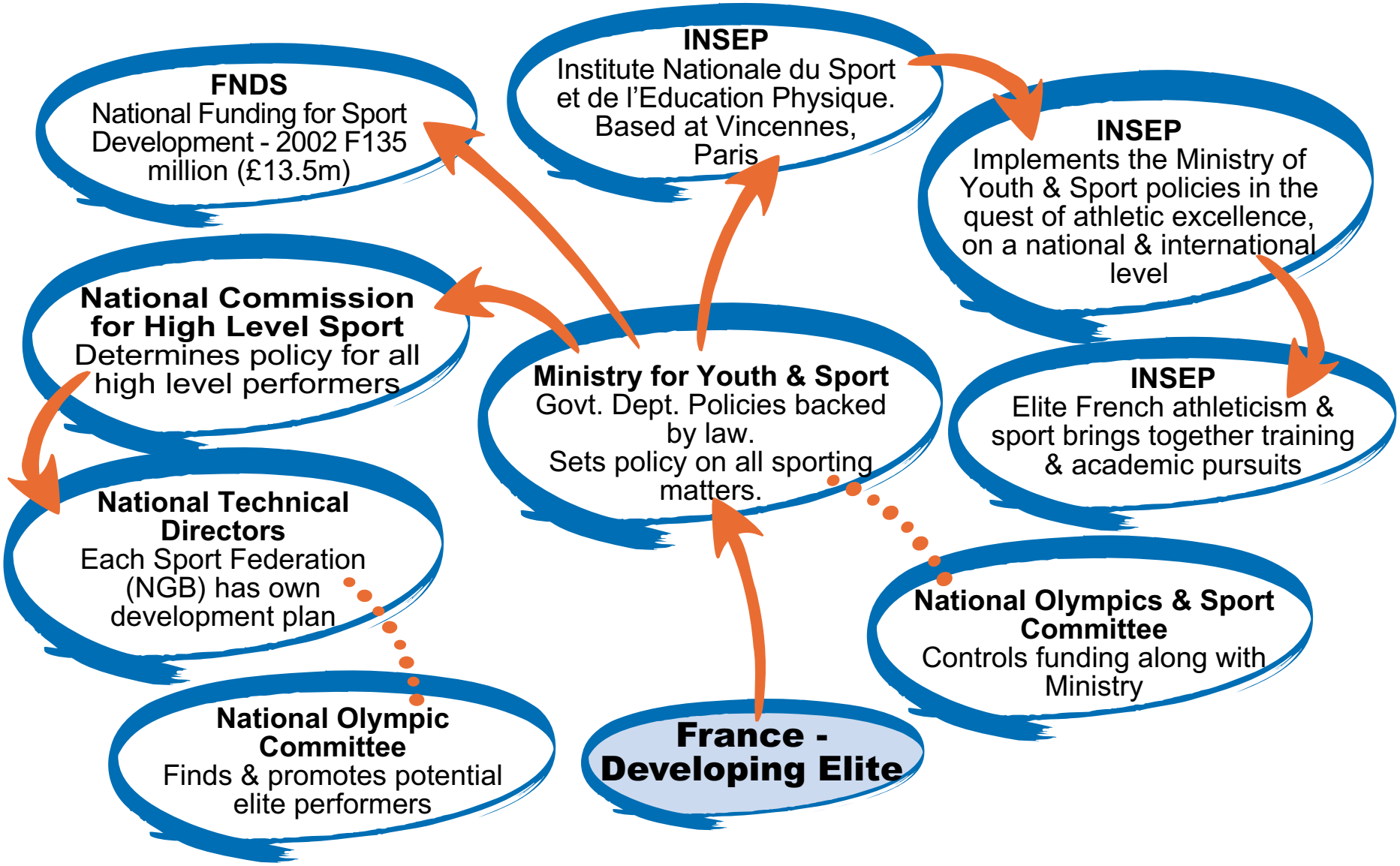
# Developing Elite - France


INSEP
Institute Nationale du Sport et de l'Education Physique. Based at Vincennes, Paris
FNDS
National Funding for Sport Development - 2002 F135 million (£13.5m)
INSEP
Implements the Ministry of Youth & Sport policies in the quest of athletic excellence, on a national & international level
National Commission for High Level Sport
Determines policy for all high level performers
Ministry for Youth & Sport
Govt. Dept. Policies backed by law.
Sets policy on all sporting matters.
INSEP
Elite French athleticism & sport brings together training & academic pursuits
National Technical Directors
Each Sport Federation (NGB) has own development plan
National Olympics & Sport Committee
Controls funding along with Ministry
National Olympic Committee
Finds & promotes potential elite performers
France - Developing Elite

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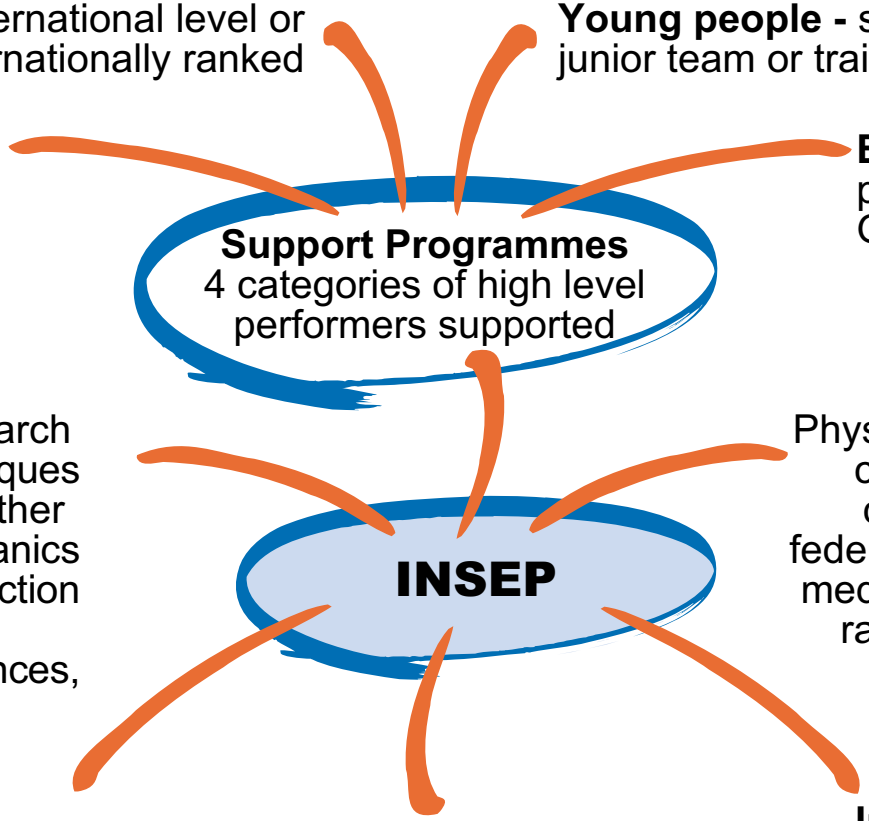
# INSEP - France

**Senior -** selected at international level or internationally ranked

**Young people -** selected for international junior team or training programme

**Reconversion -** involved at elite or senior level in last 4 years

**Elite -** individual or team player, involved in World Games




**Sports Science**
Undertakes scientific research in the field of athletic techniques & knowledge. Brings together the disciplines of: biomechanics & physiology, movement, action & performance, sport psychology, computer sciences,

**Sports Medicine**
Physical examinations & tests, check-ups, follow-up, in coordination with sport federations: specialists in sport medicine, GPs, chiropractors, range of other specialists

**Education**
Athletic career & professional futures, adapted academic schedules, financing studies - public or sport federation loans. Links with educational institutions, train sports managers, organising conferences & seminars

**Information Resources**
Publishes in all media, in order to develop & share new discoveries & information. Bank of professional sports-related data, available to all, audiovisual archive resources

**International Relations**
Network of exchanges with over 40 countries throughout the five continents. For coaches, administrators/managers & performers

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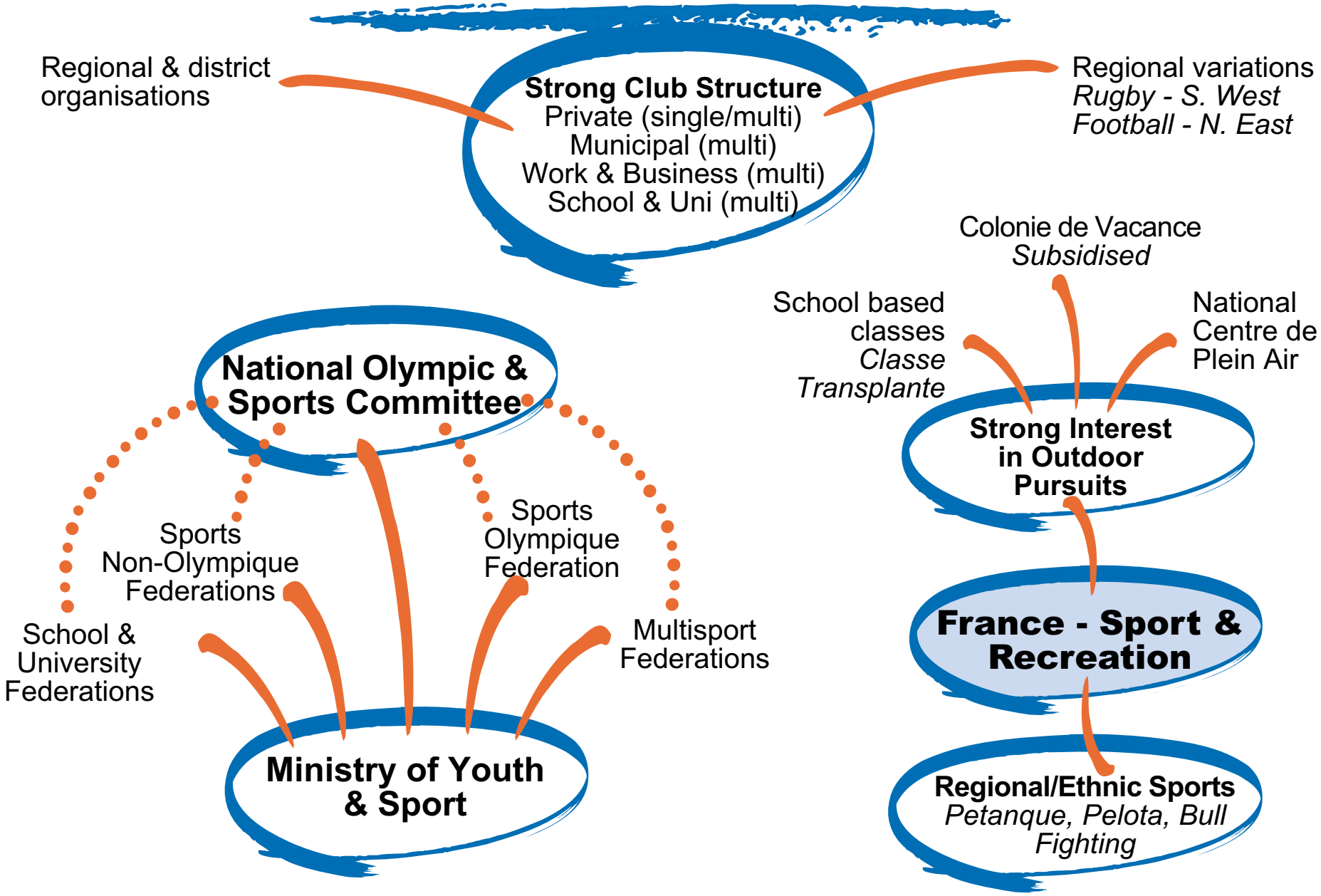
# Sport & Recreation - France

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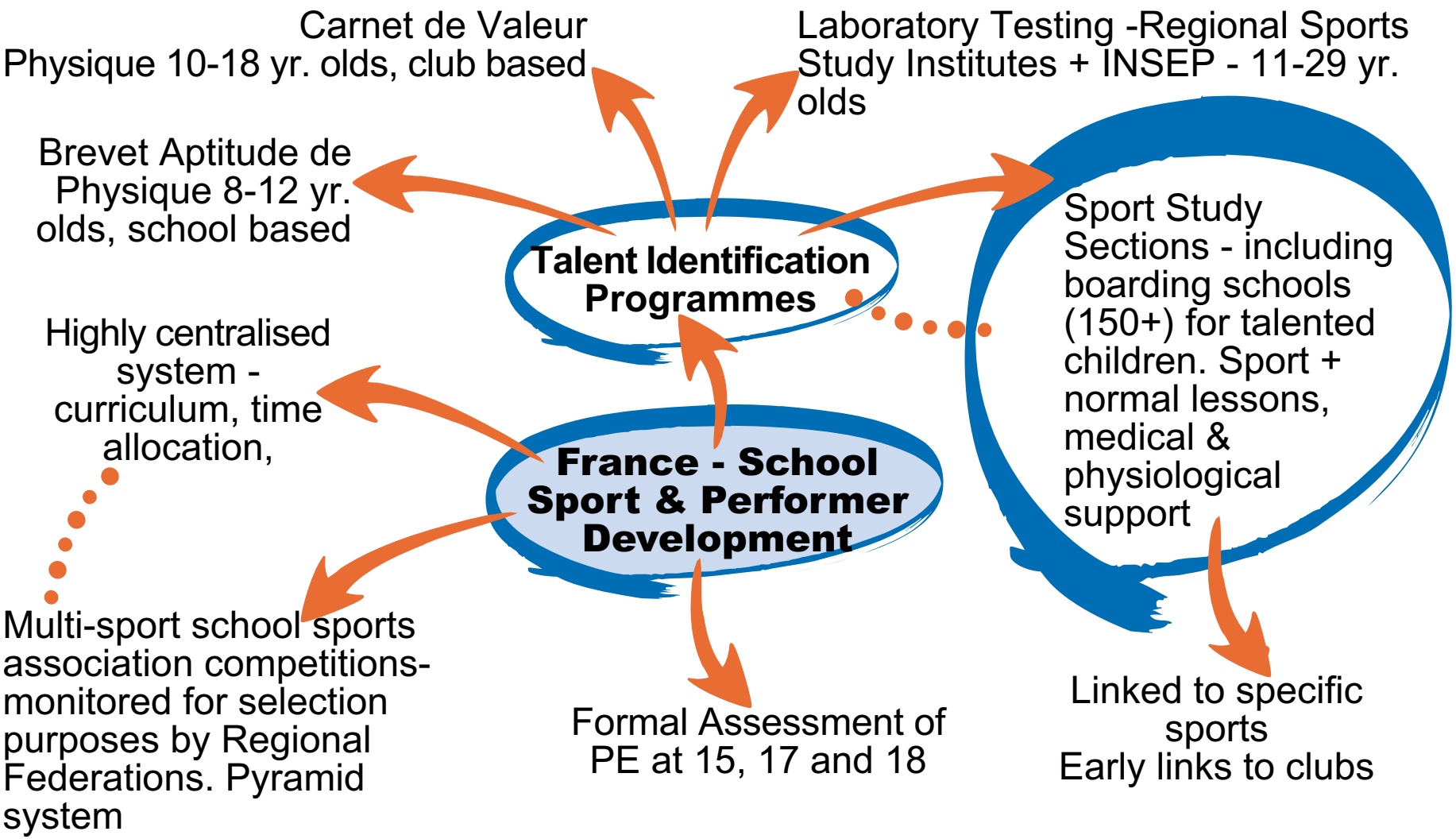
# School Sport & Performer Development - France


Carnet de Valeur
Physique 10-18 yr. olds, club based
Laboratory Testing -Regional Sports Study Institutes + INSEP - 11-29 yr. olds
Brevet Aptitude de Physique 8-12 yr. olds, school based
Talent Identification Programmes
Sport Study Sections - including boarding schools (150+) for talented children. Sport + normal lessons, medical & physiological support
Highly centralised system - curriculum, time allocation,
France - School Sport & Performer Development
Multi-sport school sports association competitions- monitored for selection purposes by Regional Federations. Pyramid system
Formal Assessment of PE at 15, 17 and 18
Linked to specific sports
Early links to clubs

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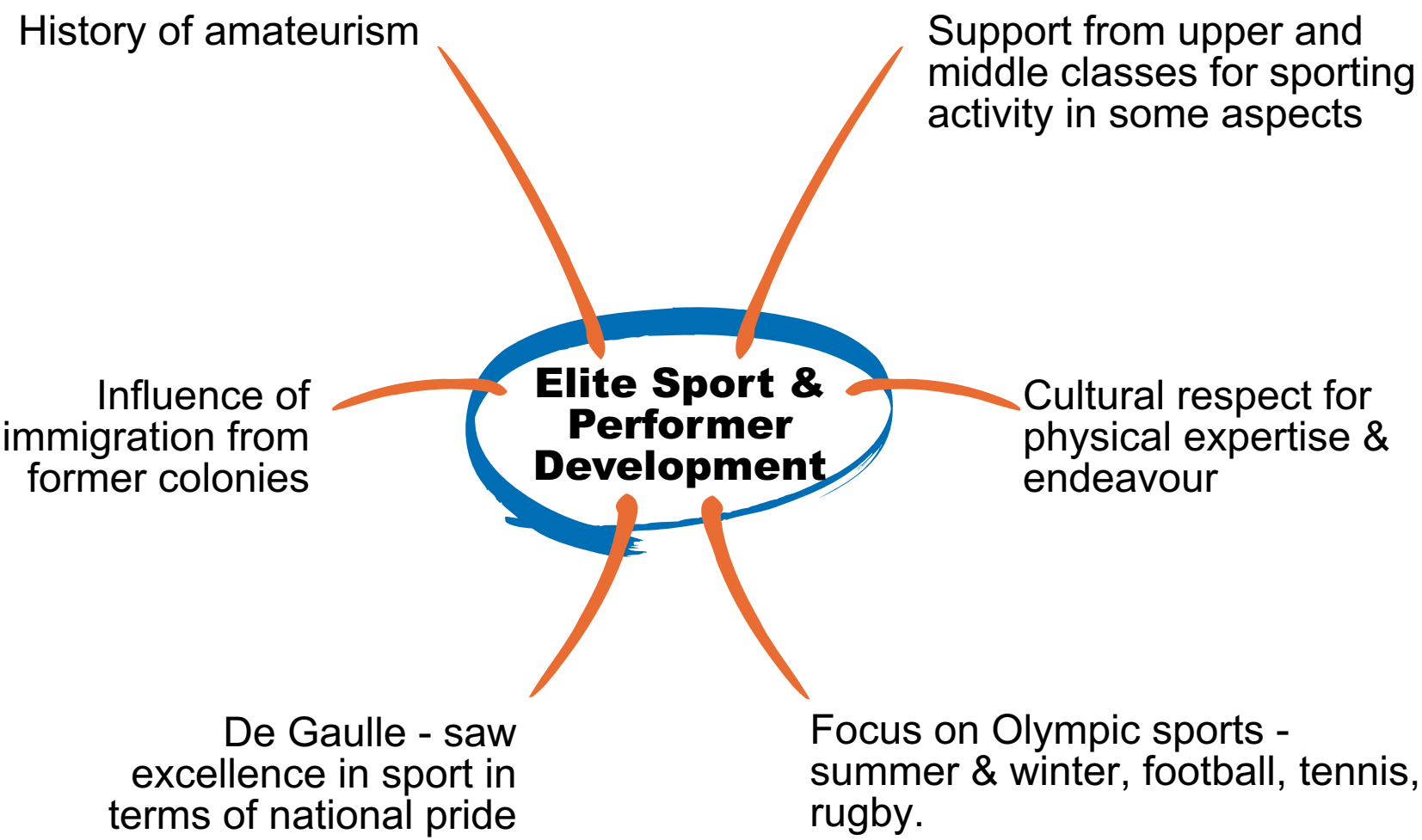
# Historical & Social Factors Influencing Elite Performer Development in France


History of amateurism
Support from upper and middle classes for sporting activity in some aspects
Influence of immigration from former colonies
Elite Sport & Performer Development
Cultural respect for physical expertise & endeavour
De Gaulle - saw excellence in sport in terms of national pride
Focus on Olympic sports - summer & winter, football, tennis, rugby.

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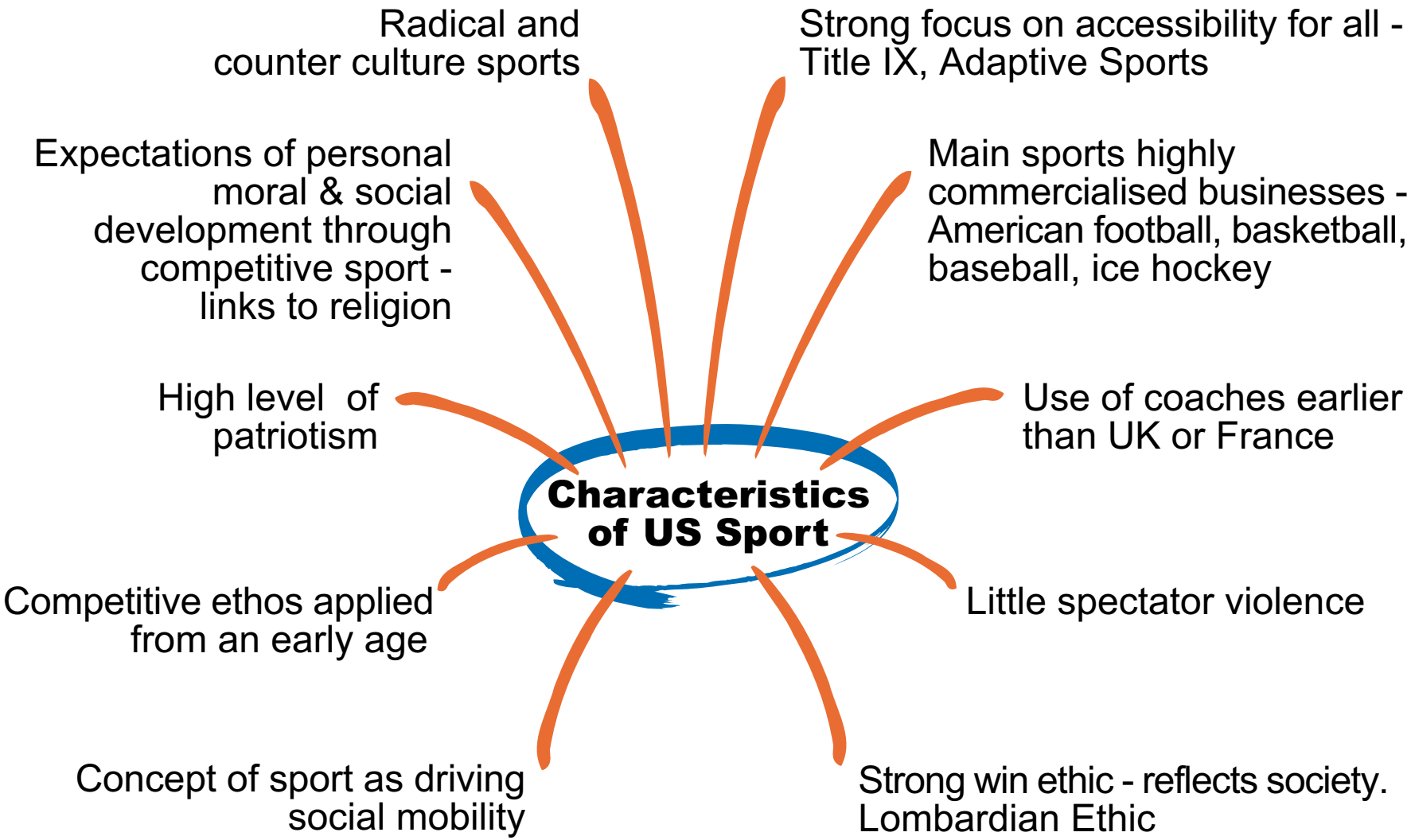
# Characteristics of US Sport


Characteristics of US Sport
Radical and counter culture sports
Strong focus on accessibility for all - Title IX, Adaptive Sports
Expectations of personal moral & social development through competitive sport - links to religion
Main sports highly commercialised businesses - American football, basketball, baseball, ice hockey
High level of patriotism
Use of coaches earlier than UK or France
Competitive ethos applied from an early age
Little spectator violence
Concept of sport as driving social mobility
Strong win ethic - reflects society. Lombardian Ethic

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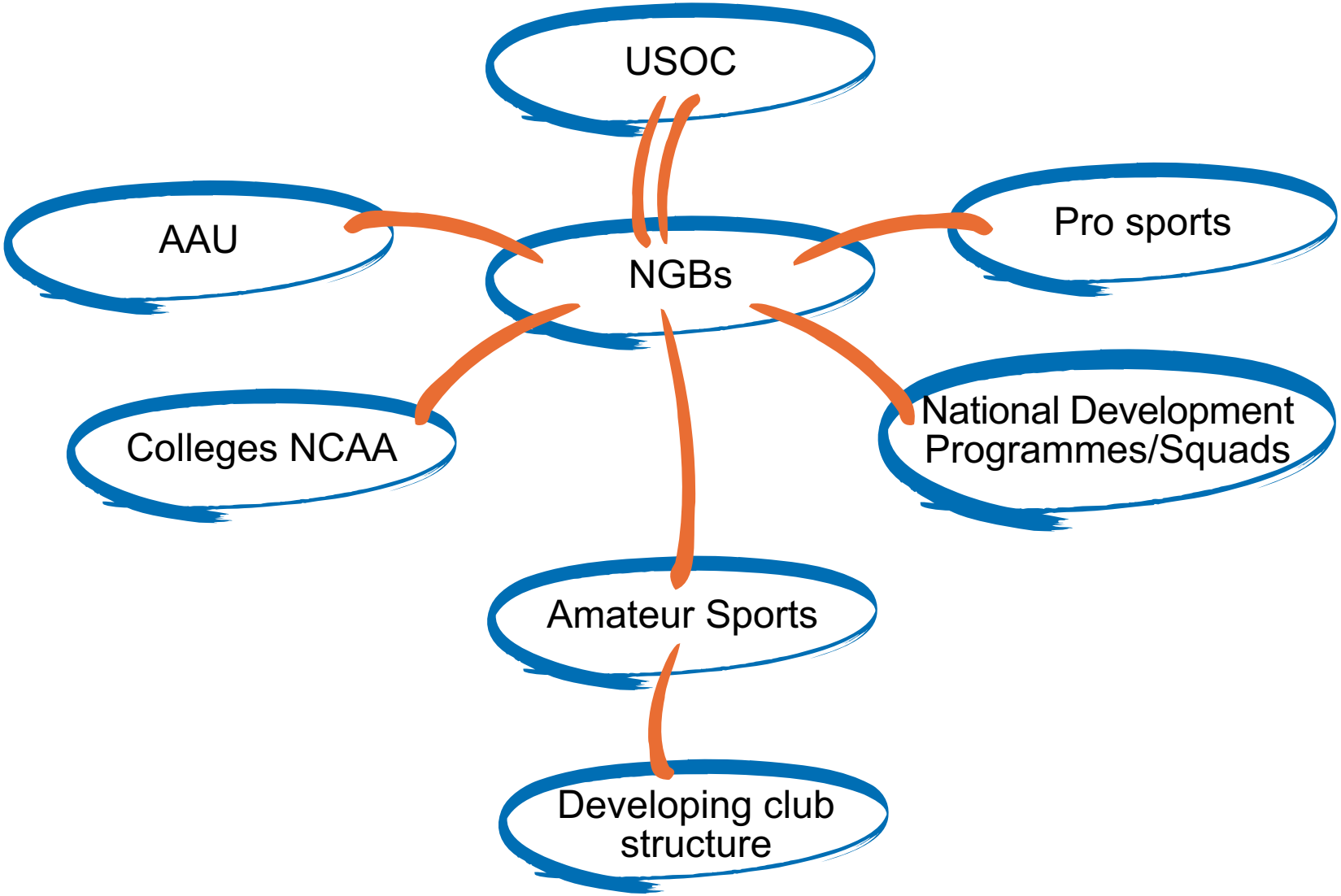
# USA Developing Excellence - Main Players

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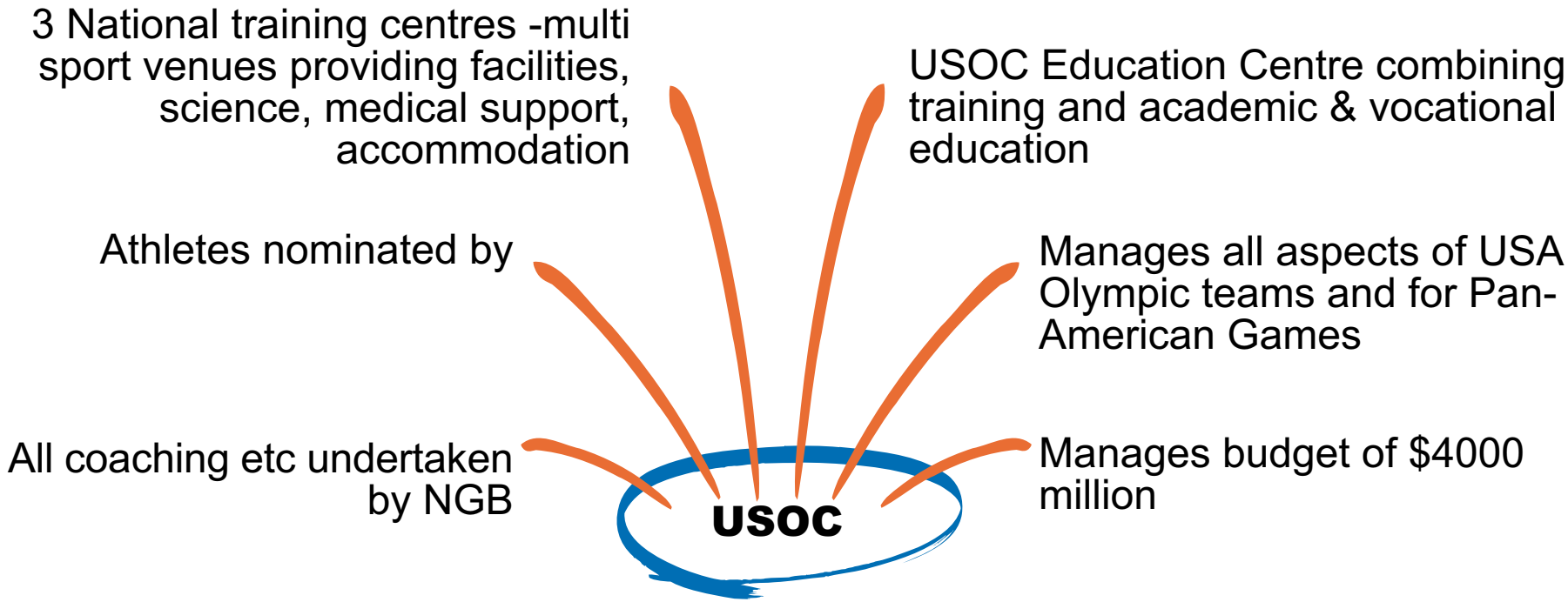
# United States Olympic Committee


3 National training centres -multi sport venues providing facilities, science, medical support, accommodation
USOC Education Centre combining training and academic & vocational education
Athletes nominated by
Manages all aspects of USA Olympic teams and for Pan-American Games
All coaching etc undertaken by NGB
Manages budget of $4000 million
USOC

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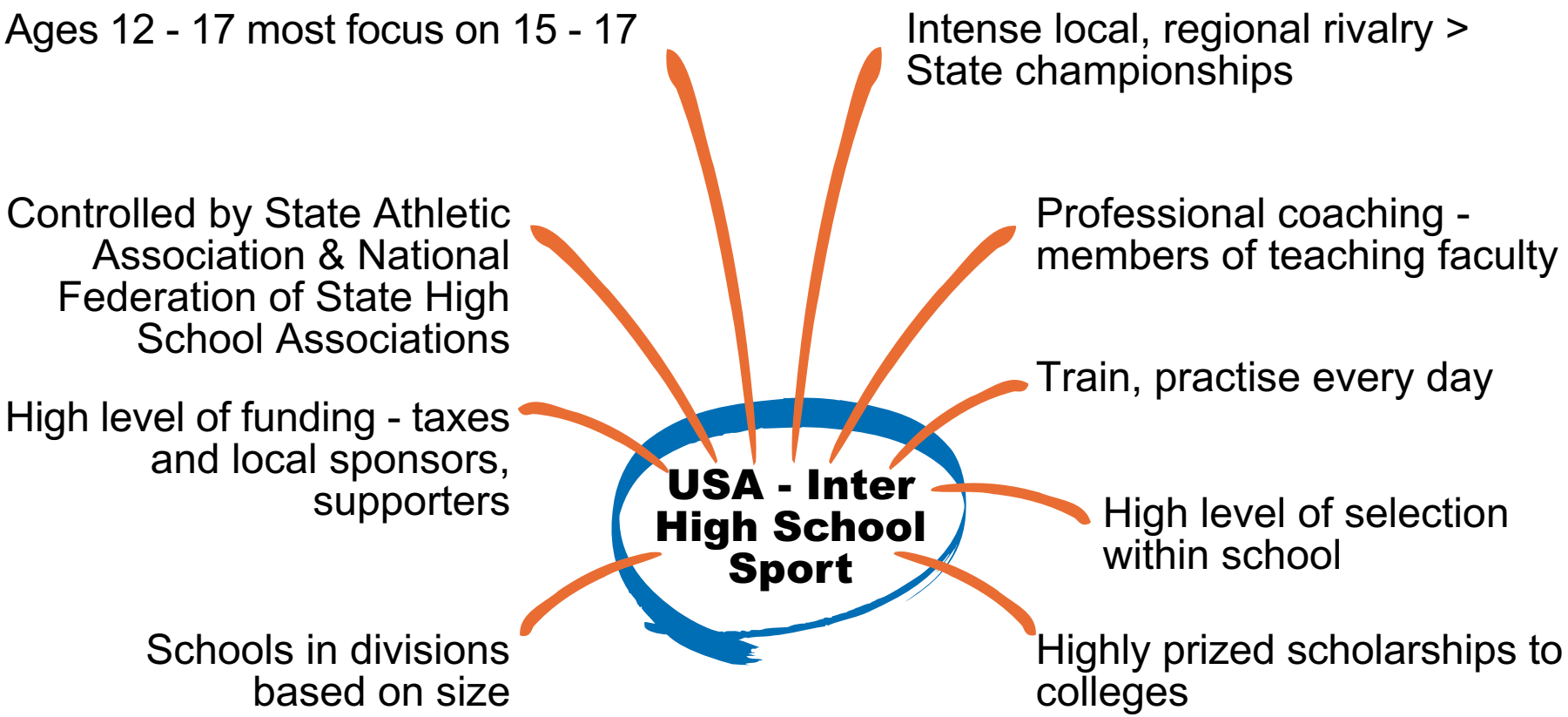
# USA - Inter-High School Sport


Ages 12 - 17 most focus on 15 - 17
Intense local, regional rivalry > State championships
Controlled by State Athletic Association & National Federation of State High School Associations
Professional coaching - members of teaching faculty
Train, practise every day
High level of funding - taxes and local sponsors, supporters
USA - Inter High School Sport
High level of selection within school
Schools in divisions based on size
Highly prized scholarships to colleges

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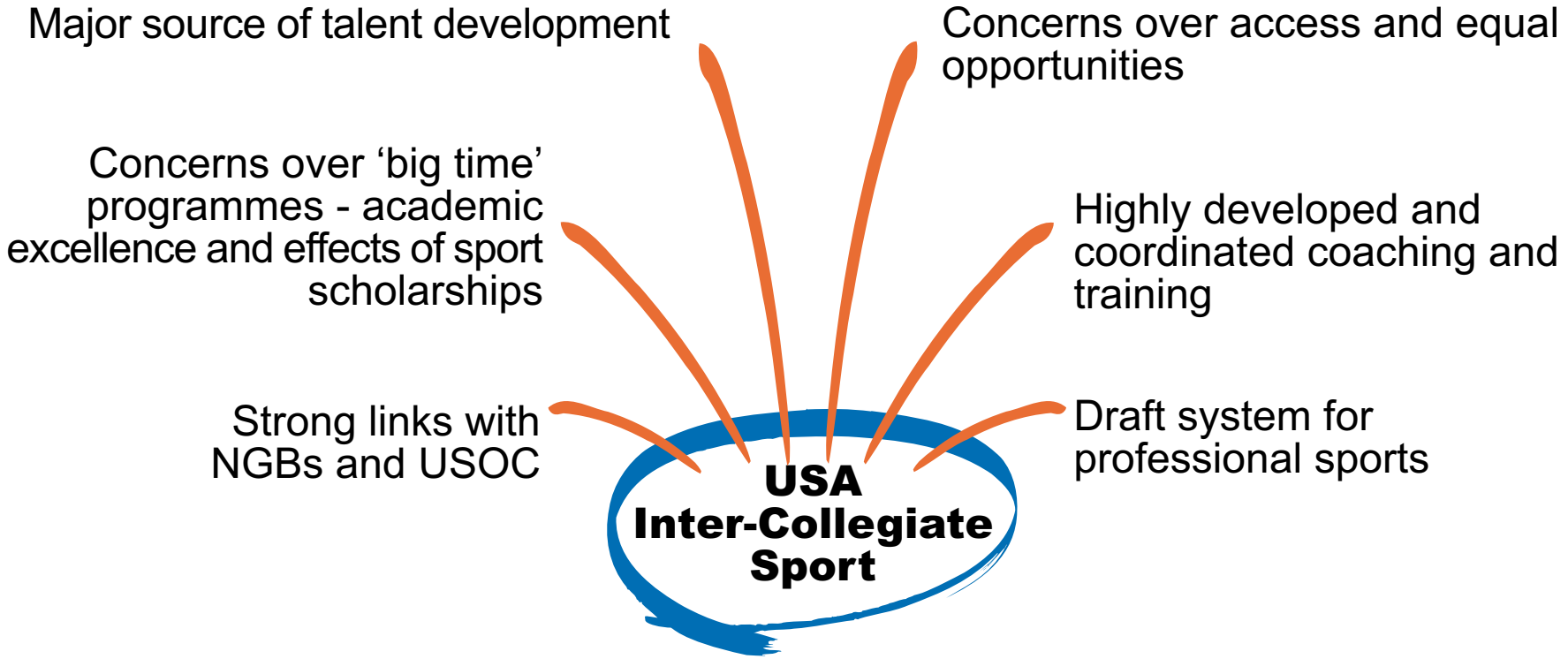
# USA Inter-Collegiate Sport


Major source of talent development
Concerns over access and equal opportunities
Concerns over 'big time' programmes - academic excellence and effects of sport scholarships
Highly developed and coordinated coaching and training
Strong links with NGBs and USOC
Draft system for professional sports
USA Inter-Collegiate Sport

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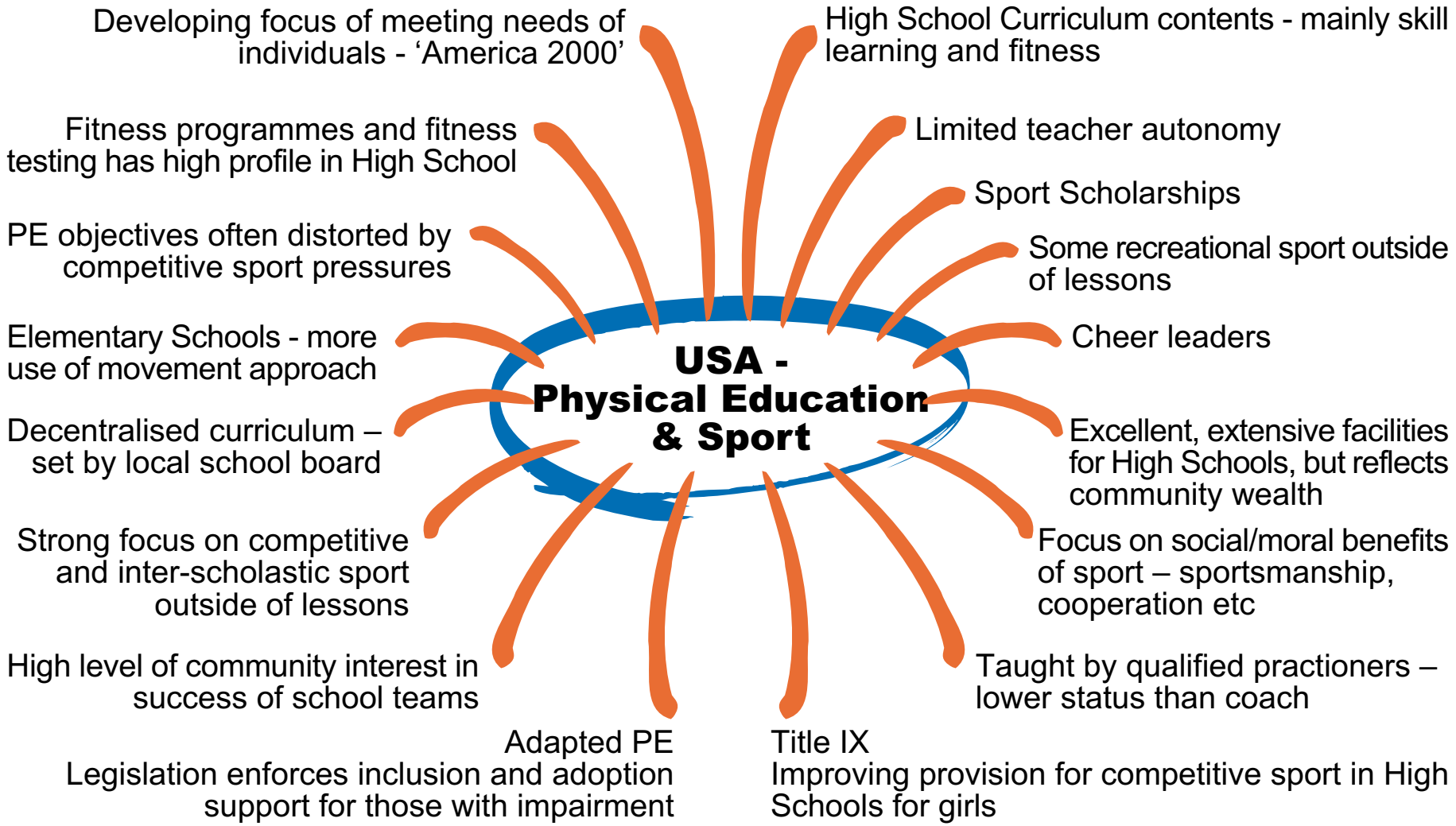
# Physical Education - USA


USA - Physical Education & Sport
Developing focus of meeting needs of individuals - 'America 2000'
High School Curriculum contents - mainly skill learning and fitness
Fitness programmes and fitness testing has high profile in High School
Limited teacher autonomy
Sport Scholarships
PE objectives often distorted by competitive sport pressures
Some recreational sport outside of lessons
Elementary Schools - more use of movement approach
Cheer leaders
Decentralised curriculum – set by local school board
Excellent, extensive facilities for High Schools, but reflects community wealth
Strong focus on competitive and inter-scholastic sport outside of lessons
Focus on social/moral benefits of sport – sportsmanship, cooperation etc
High level of community interest in success of school teams
Taught by qualified practioners – lower status than coach
Adapted PE
Legislation enforces inclusion and adoption support for those with impairment
Title IX
Improving provision for competitive sport in High Schools for girls

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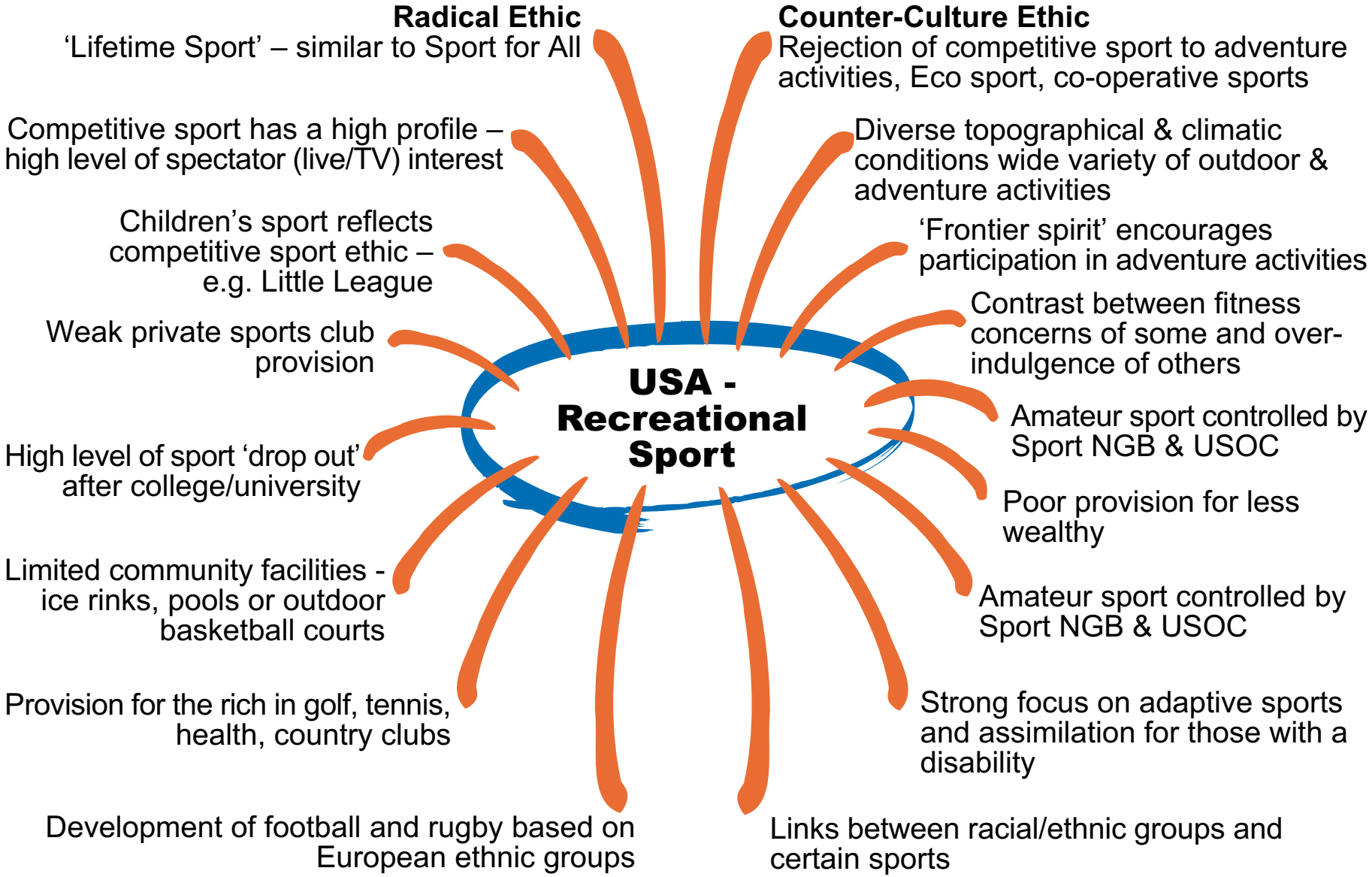
# Recreational Sport - USA


USA - Recreational Sport
Radical Ethic
'Lifetime Sport' – similar to Sport for All
Competitive sport has a high profile – high level of spectator (live/TV) interest
Children's sport reflects competitive sport ethic – e.g. Little League
Weak private sports club provision
High level of sport 'drop out' after college/university
Limited community facilities - ice rinks, pools or outdoor basketball courts
Provision for the rich in golf, tennis, health, country clubs
Development of football and rugby based on European ethnic groups
Counter-Culture Ethic
Rejection of competitive sport to adventure activities, Eco sport, co-operative sports
Diverse topographical & climatic conditions wide variety of outdoor & adventure activities
'Frontier spirit' encourages participation in adventure activities
Contrast between fitness concerns of some and over-indulgence of others
Amateur sport controlled by Sport NGB & USOC
Poor provision for less wealthy
Amateur sport controlled by Sport NGB & USOC
Strong focus on adaptive sports and assimilation for those with a disability
Links between racial/ethnic groups and certain sports

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# Historical & Social Factors Influencing Elite Performer Development in the USA

Frontier spirit - tradition of carving a living by taking from the land, through one's own efforts
Strong religious foundation to society - buying into the amateurism/athleticism ideals
Young country - trying to establish an identity, separate from UK - own versions of games
Competitive spirit - winner takes all
Elite Sport & Performer Development
Focus on Olympic Sports + own (e.g. baseball, american football)
Political insularity - not always competing/or succeeding on world stage in all sports, Olympics/FIFA World Cup not followed as much as internal competitions
Meritocratic society - anyone can achieve through combination of talent & effort
Still some hindrance due to class/social background - but mostly related to wealth
Welcoming immigrants from many lands - bringing oen sport traditions

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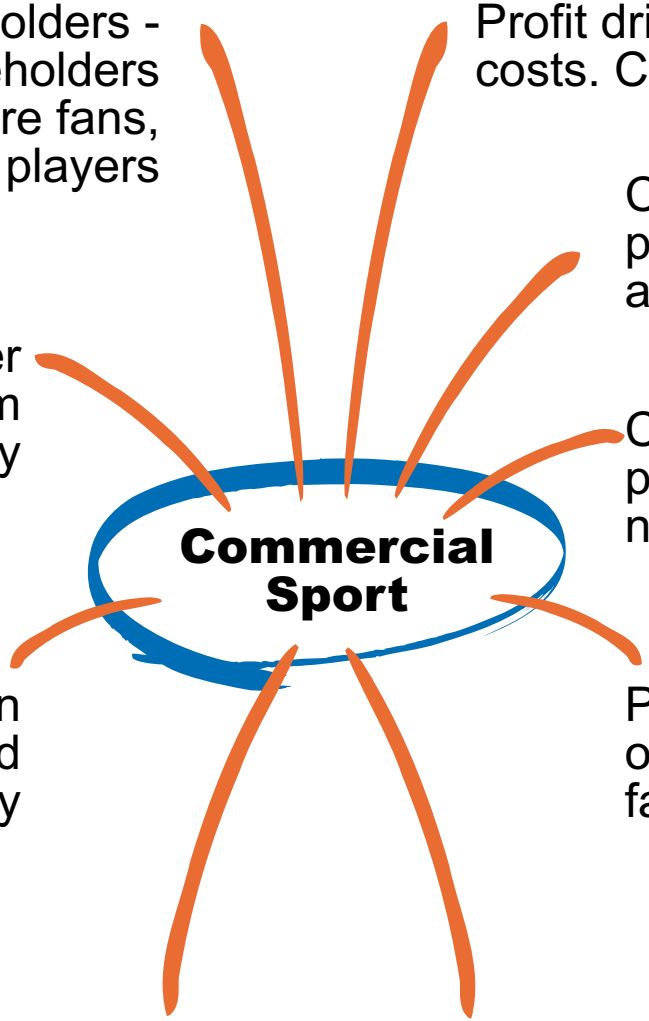
# The Nature of Commercial Sport




Commercial stakeholders - sponsors, banks, shareholders interests, may come before fans, players

Profit driven - income needs to exceed costs. Cost control

Commercial pressure may, produce 'win at all costs' attitude

Sport/club/performer need to perform attractively

Commercial pressure may produce short term policies - need for instant success

Players considered in commercial terms, treated as a commodity

Players/performers are source of revenue and also a cost factor

Has to operate as a business

Part of the entertainment industry

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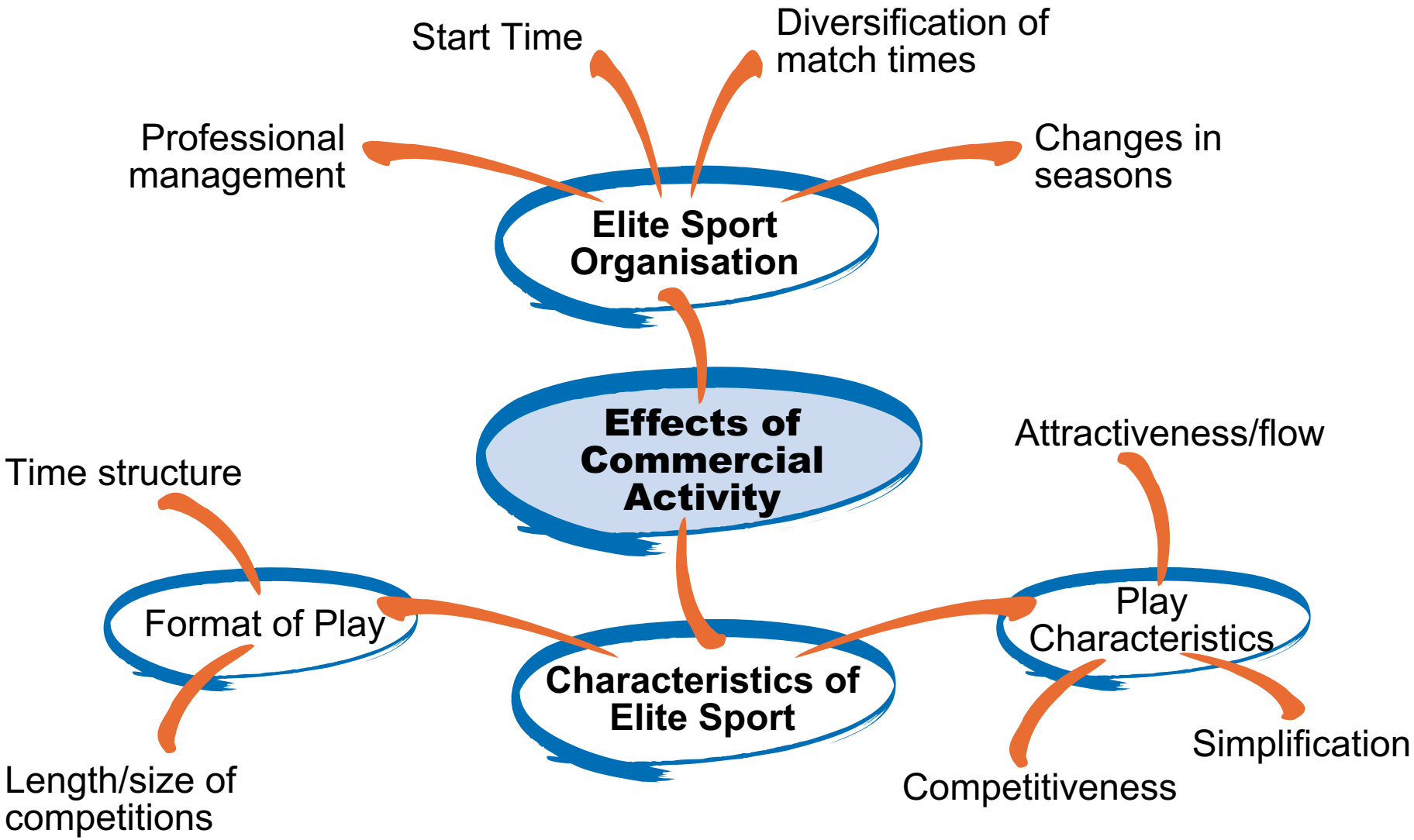
# Commercialisation & Effect on Elite Sport

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# Amateurism, Shamateurism & Professionalism

Working life is short and may be curtailed at any time through injury
Professional performers may feel pressured to perform outside the ethical ideals
Become professional - because they cannot do anything else?
Being their livelihood puts pressure on to win
Many performers consider themselves lucky to be paid to do what they enjoy
May be high profile role model, super star
Professional
A person who is contracted to perform for money or other extrinsic reward
Media coverage may extend into a professional's private
Business Commodity Performers may find themselves bought and sold on the market
Professional performers may benefit financially from media coverage
Employment Law Professionals gradually acquiring more employment protection - post Bosman

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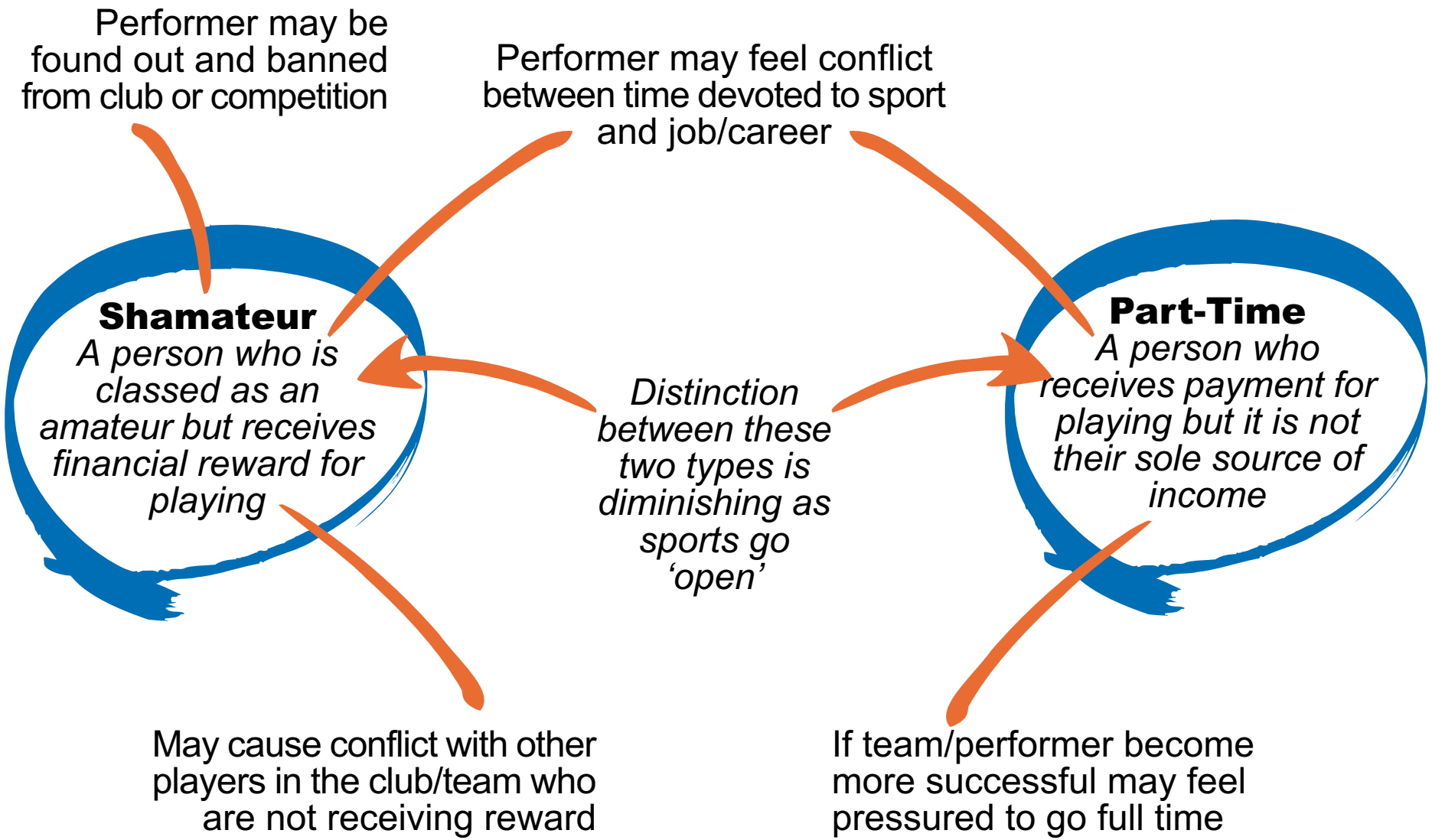
# Amateurism, Shamateurism & Professionalism


Performer may be found out and banned from club or competition
Performer may feel conflict between time devoted to sport and job/career
Shamateur
A person who is classed as an amateur but receives financial reward for playing
Distinction between these two types is diminishing as sports go 'open'
Part-Time
A person who receives payment for playing but it is not their sole source of income
May cause conflict with other players in the club/team who are not receiving reward
If team/performer become more successful may feel pressured to go full time

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# Amateurism, Shamateurism & Professionalism

You are not dependent upon performance as a form of livelihood

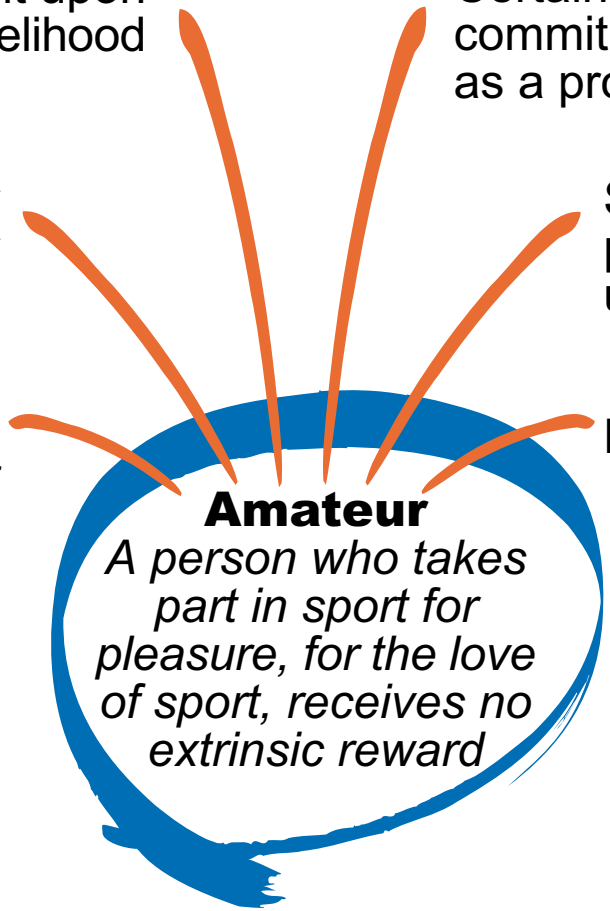
In most sports no longer considered to be of a higher social status than a professional?

Performers may find it easy to maintain the ideals of 'amateurism'

Certain elite amateurs may need to commit as much time & resources as a professional

Some elite amateur performers may be dependent upon government support

Demise of the 'amateur elite'

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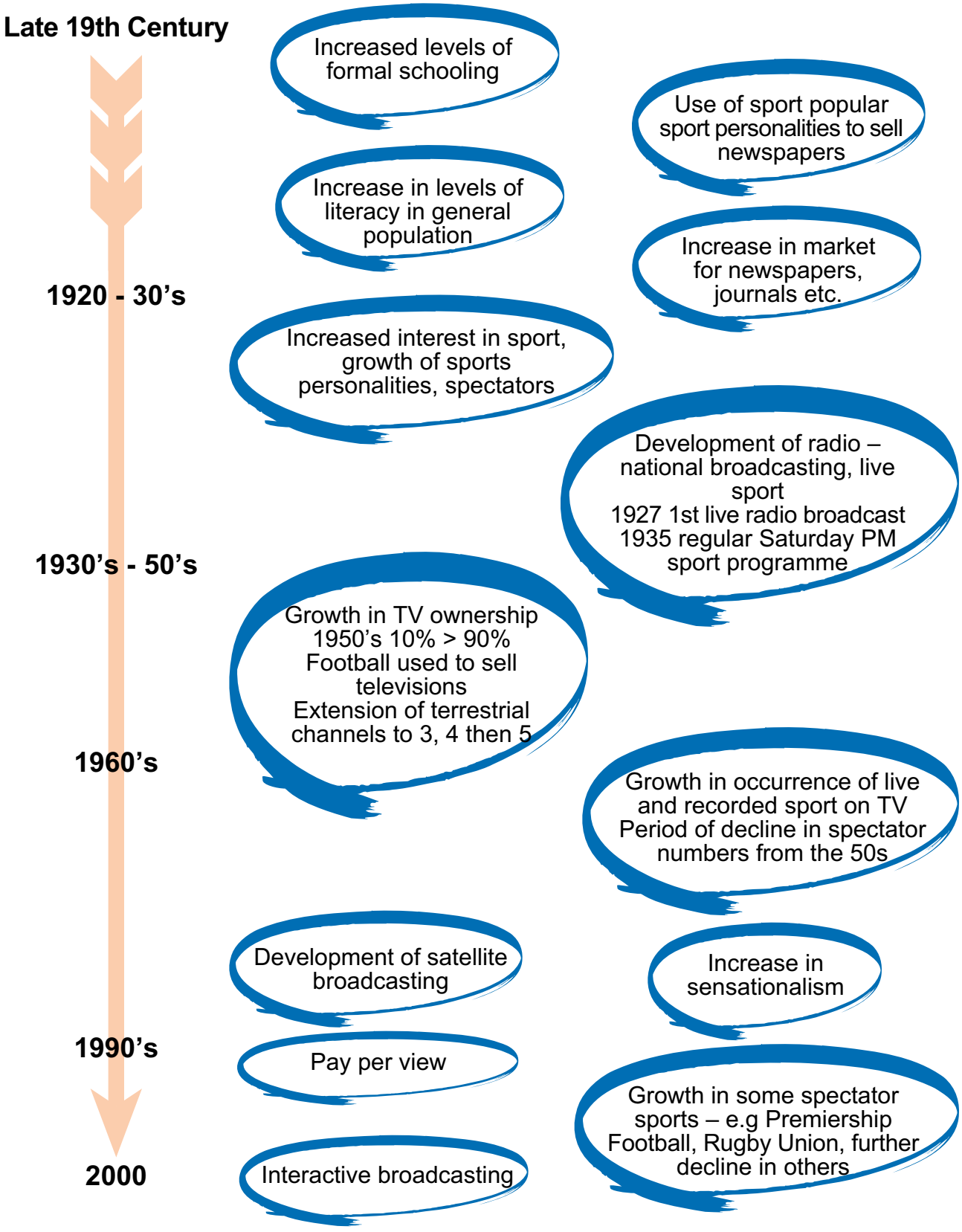
# Growth in Literacy & Mass Communications & their Effect on Sport (Completed)


Late 19th Century
Increased levels of formal schooling
Use of sport popular sport personalities to sell newspapers
Increase in levels of literacy in general population
Increase in market for newspapers, journals etc.
1920 - 30's
Increased interest in sport, growth of sports personalities, spectators
Development of radio – national broadcasting, live sport
1927 1st live radio broadcast
1935 regular Saturday PM sport programme
1930's - 50's
Growth in TV ownership
1950's 10% > 90%
Football used to sell televisions
Extension of terrestrial channels to 3, 4 then 5
1960's
Growth in occurrence of live and recorded sport on TV
Period of decline in spectator numbers from the 50s
Development of satellite broadcasting
Increase in sensationalism
1990's
Pay per view
Growth in some spectator sports – e.g Premiership Football, Rugby Union, further decline in others
Interactive broadcasting
2000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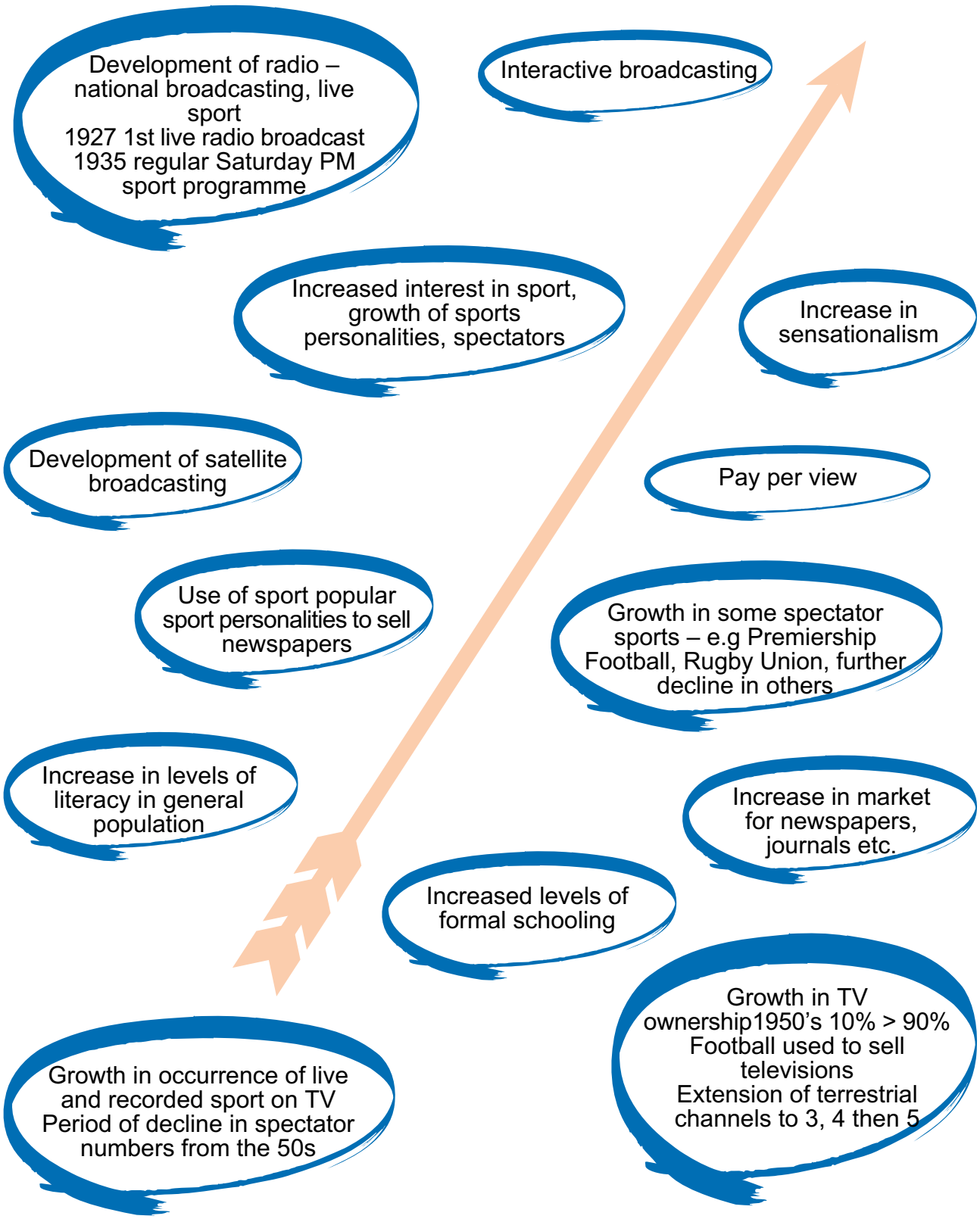
# Place Events in Chronological Order

Using the timeline sheet provided place the following statements or events in chronological order (note some events were concurrent).

*Cut out the balloons and place/stick them on the sheet.*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1935 regular Saturday PM sport programme
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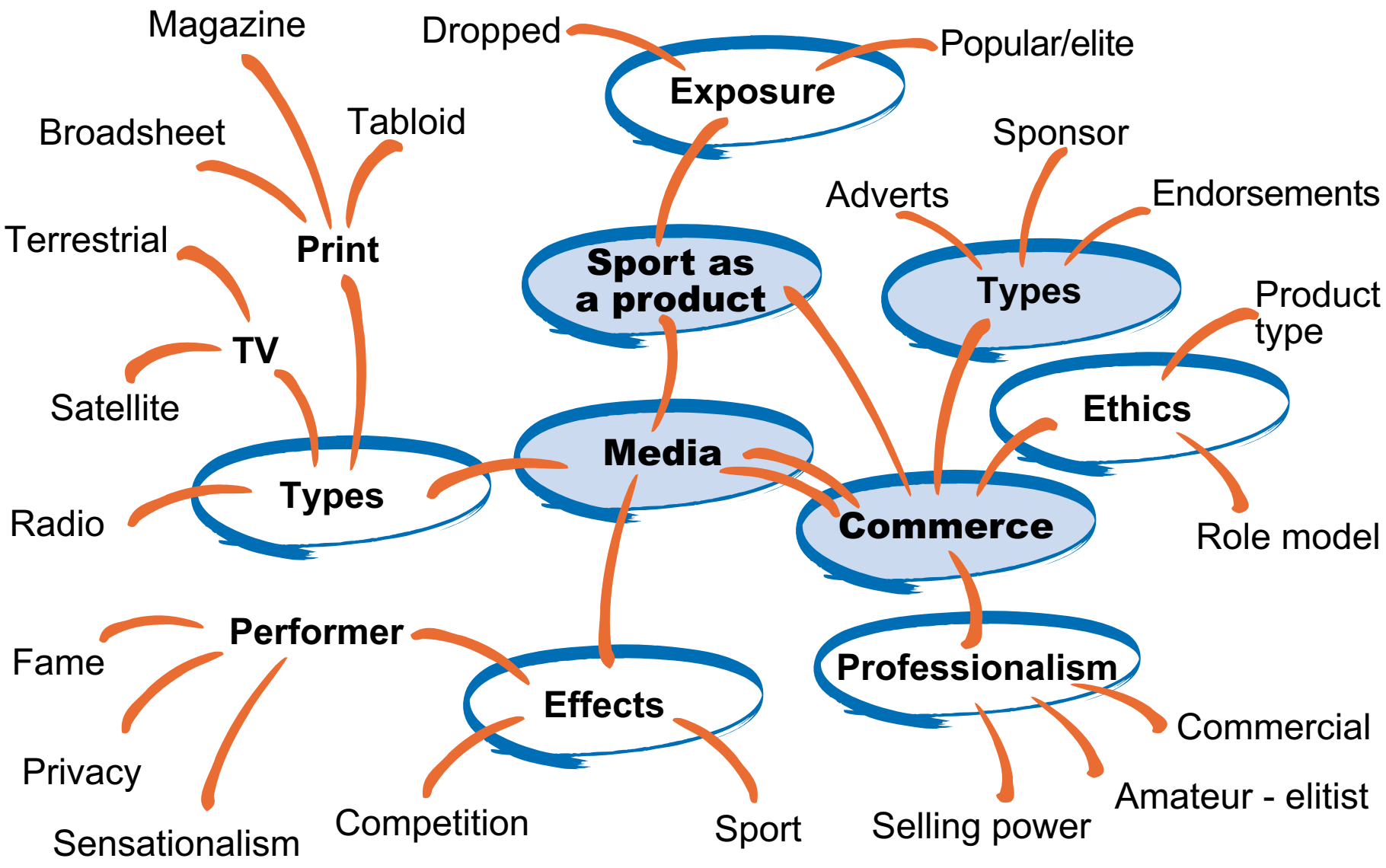
Growth in TV ownership1950's 10% > 90%
Football used to sell televisions
Extension of terrestrial channels to 3, 4 then 5
Growth in occurrence of live and recorded sport on TV
Period of decline in spectator numbers from the 50s

# Elite Sport and Commerce

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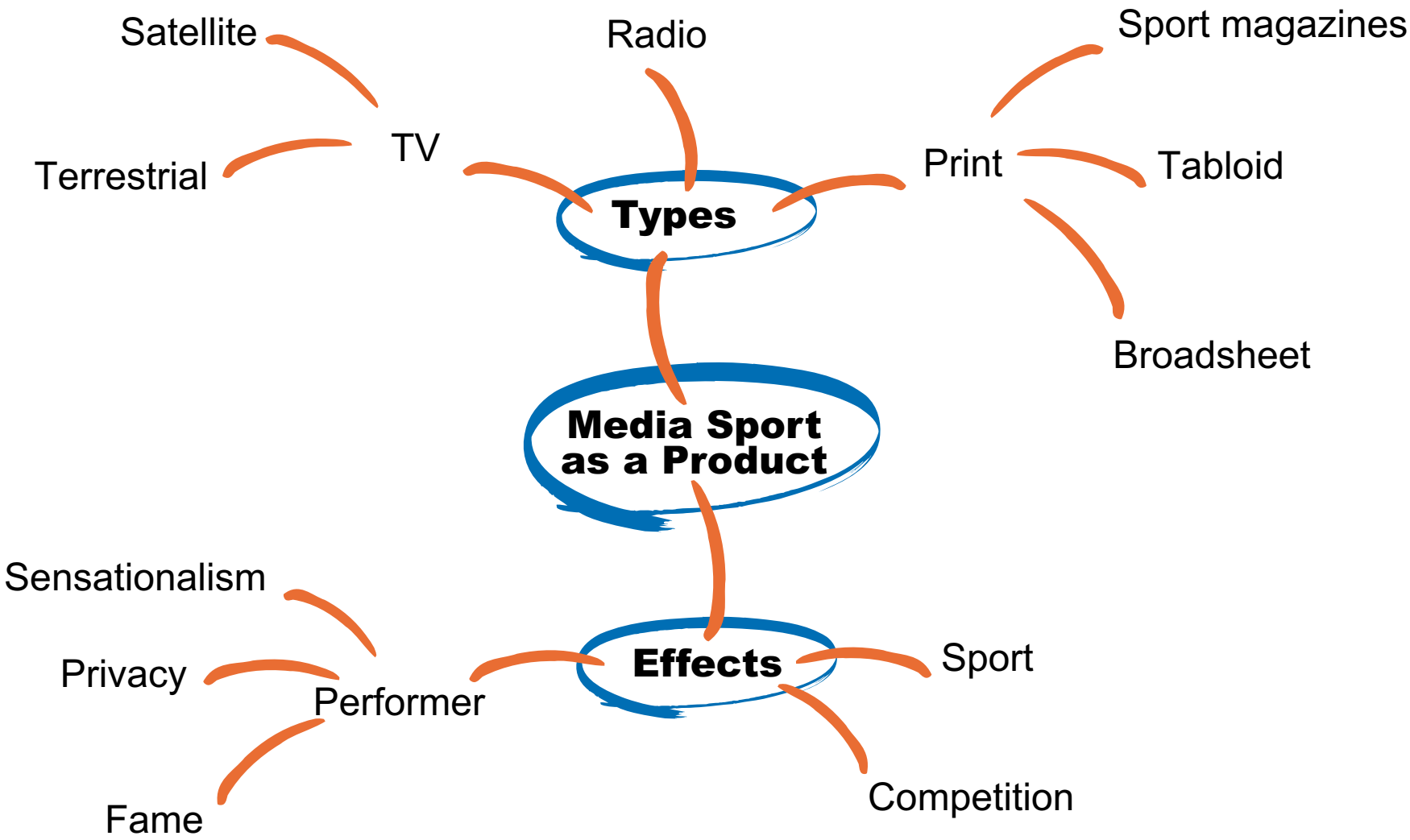
# ‘The Media - Menace or Fairy Godmother’

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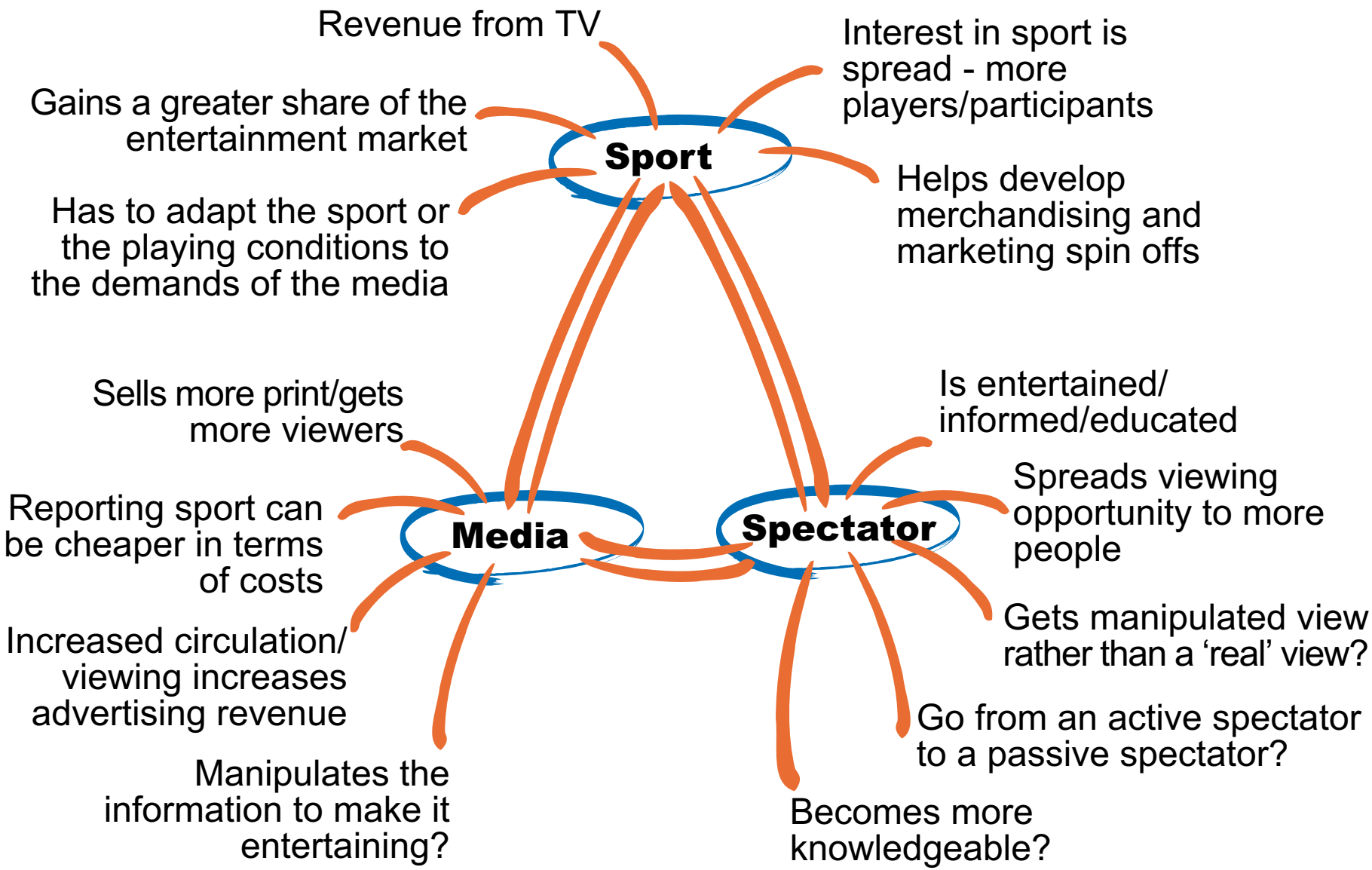
Revenue from TV
Interest in sport is spread - more players/participants
Gains a greater share of the entertainment market
Sport
Helps develop merchandising and marketing spin offs
Has to adapt the sport or the playing conditions to the demands of the media
Sells more print/gets more viewers
Is entertained/ informed/educated
Spreads viewing opportunity to more people
Reporting sport can be cheaper in terms of costs
Media
Spectator
Gets manipulated view rather than a ‘real’ view?
Increased circulation/ viewing increases advertising revenue
Go from an active spectator to a passive spectator?
Manipulates the information to make it entertaining?
Becomes more knowledgeable?

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# The Ethics of Sponsorship

Performer is a role model
Player may have reputation damaged by company/product
Player receives sponsorship if he is popular with public - role model
Player Sponsorship?
Support from any organisation?
Damaged reputation may inhibit future sponsors
Certain products may go against the 'health' image of sport e.g. cigarettes
Player may have ethical objections to certain companies/products
Certain sport companies may have poor employment reputation e.g. Nike

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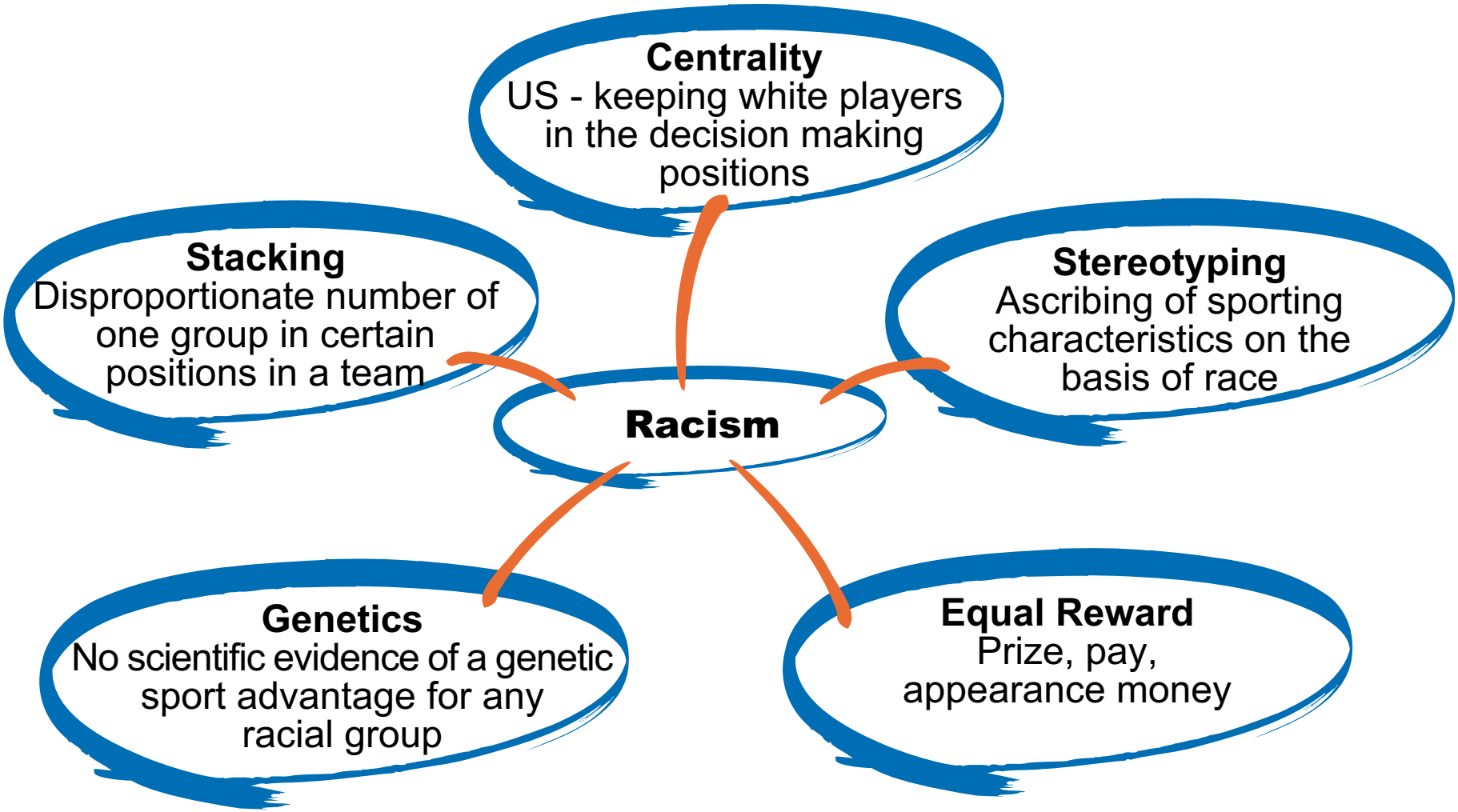
# Elite Performer Development - Racism


Centrality
US - keeping white players in the decision making positions
Stacking
Disproportionate number of one group in certain positions in a team
Stereotyping
Ascribing of sporting characteristics on the basis of race
Racism
Genetics
No scientific evidence of a genetic sport advantage for any racial group
Equal Reward
Prize, pay, appearance money

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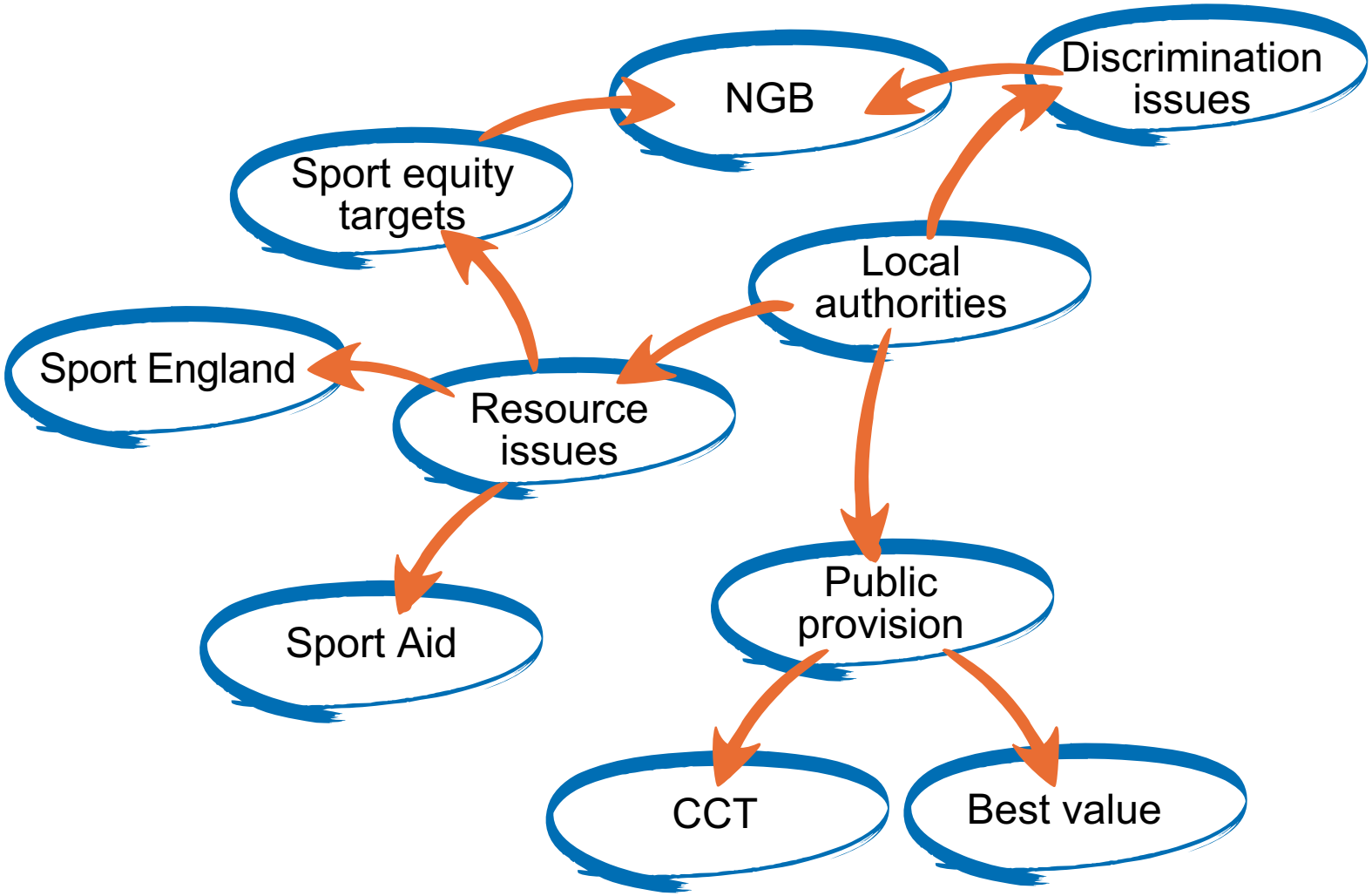
# Overcoming the Socio-Economic Barrier

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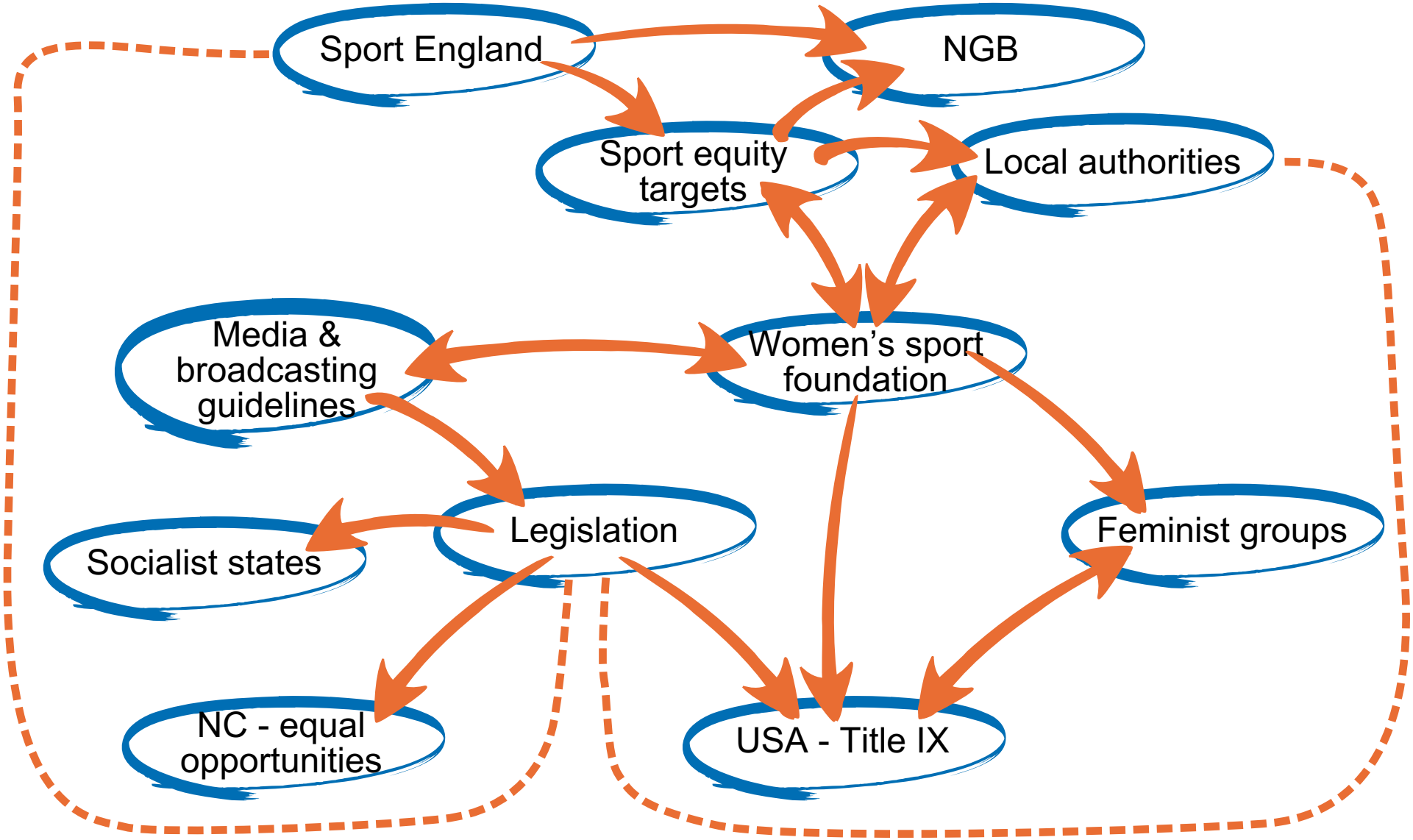
# Overcoming the Barrier of Sexism

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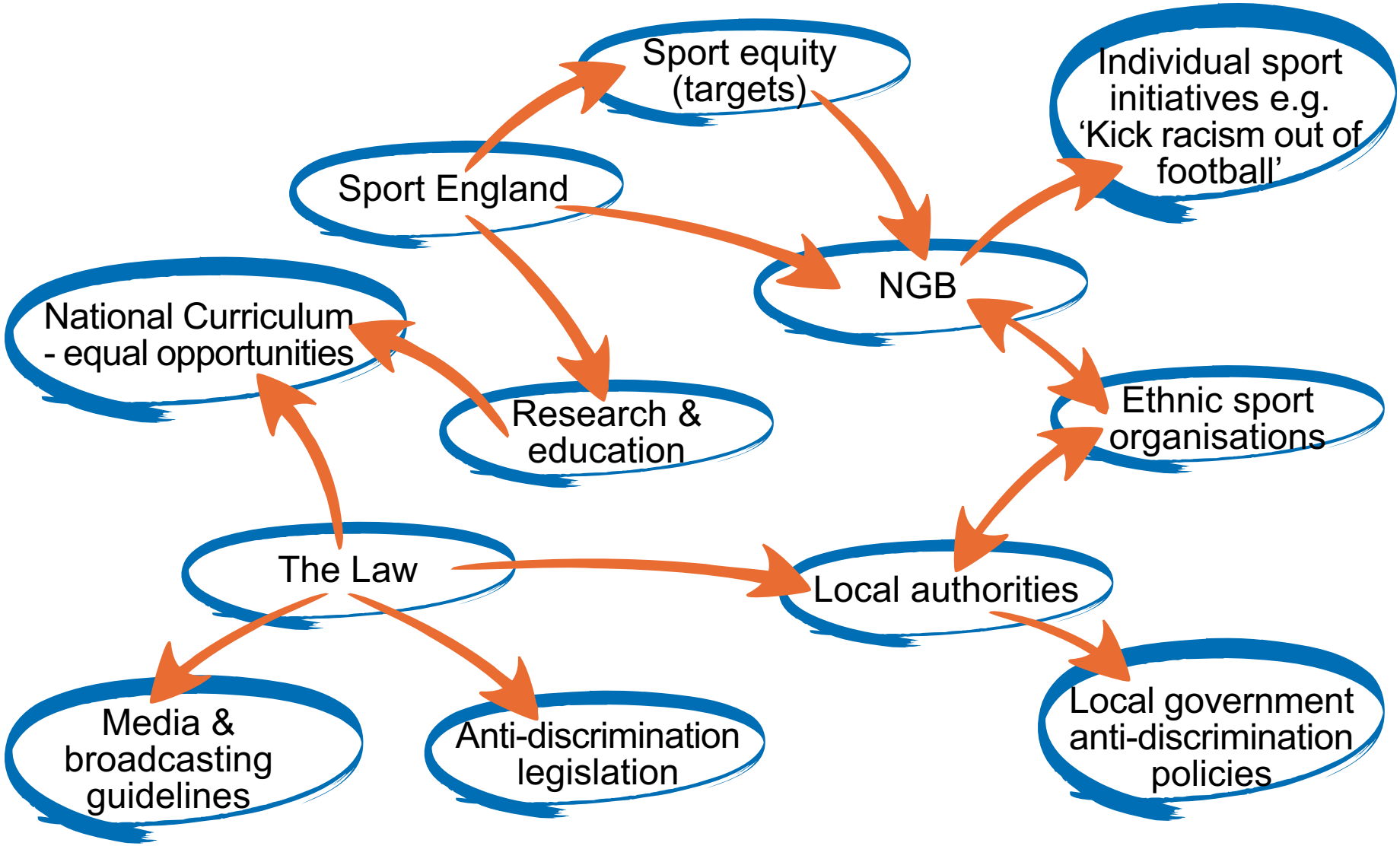


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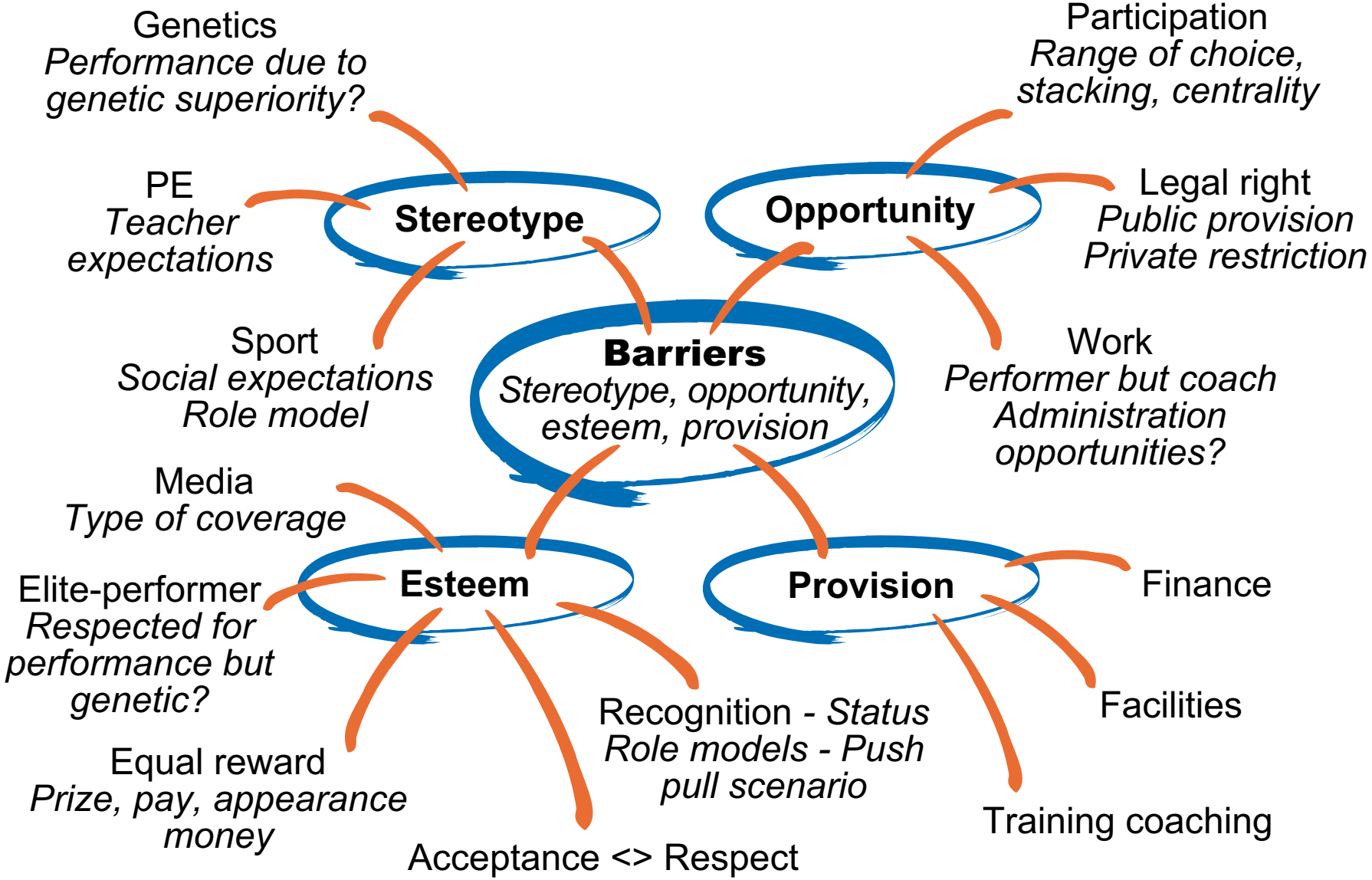


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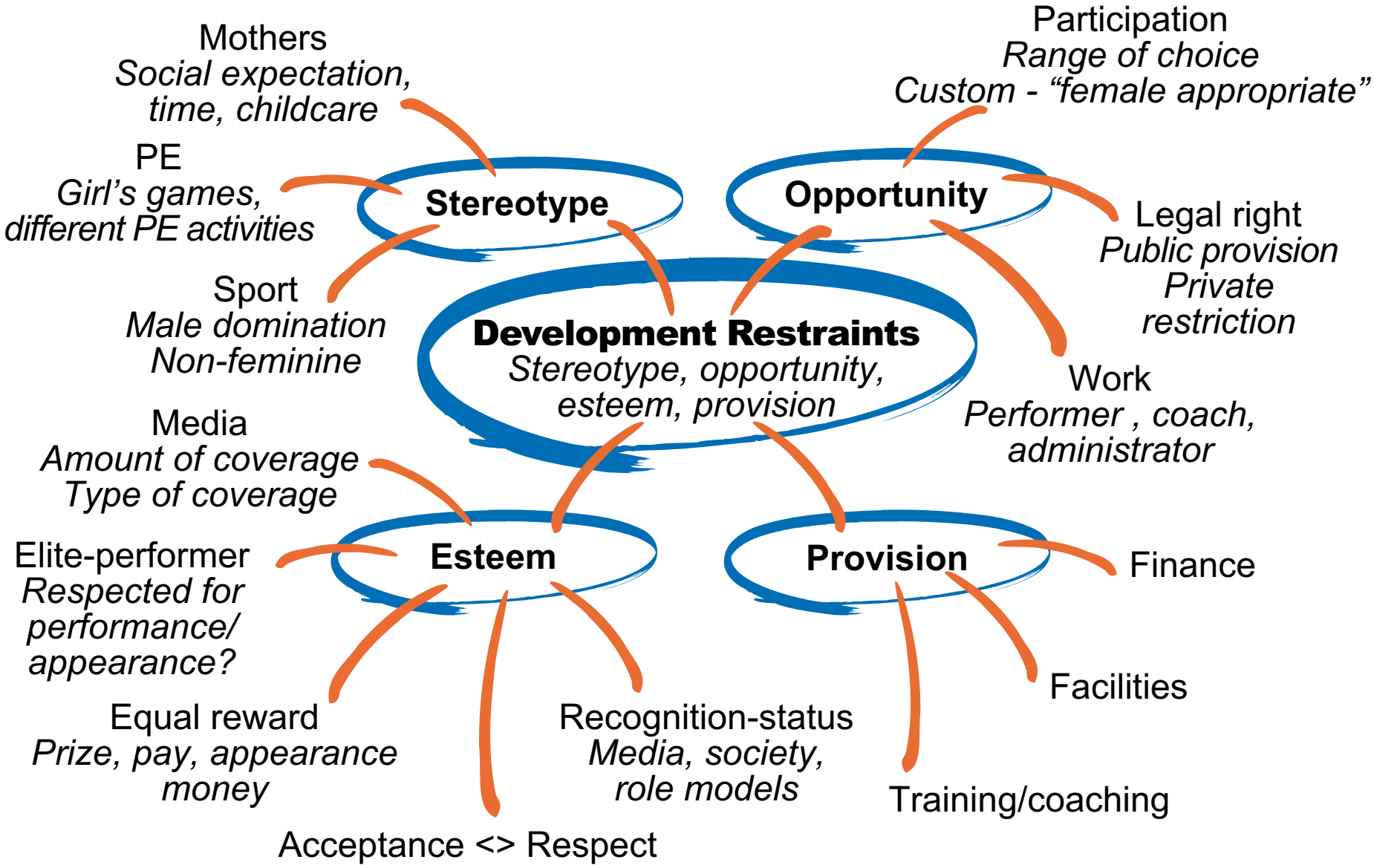
# Elite Performer Development - Sexism

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# Home is where the Medals Beckon

Can both countries offer me professional opportunities?
Where do I want to live – govt, climate, standard of living?
Which country has best performer support?
Am I being disloyal?
Which country has the best team?
Dual National - Which Country?
Where are my family roots?
Am I letting down the country that developed me?
What does my own family want?

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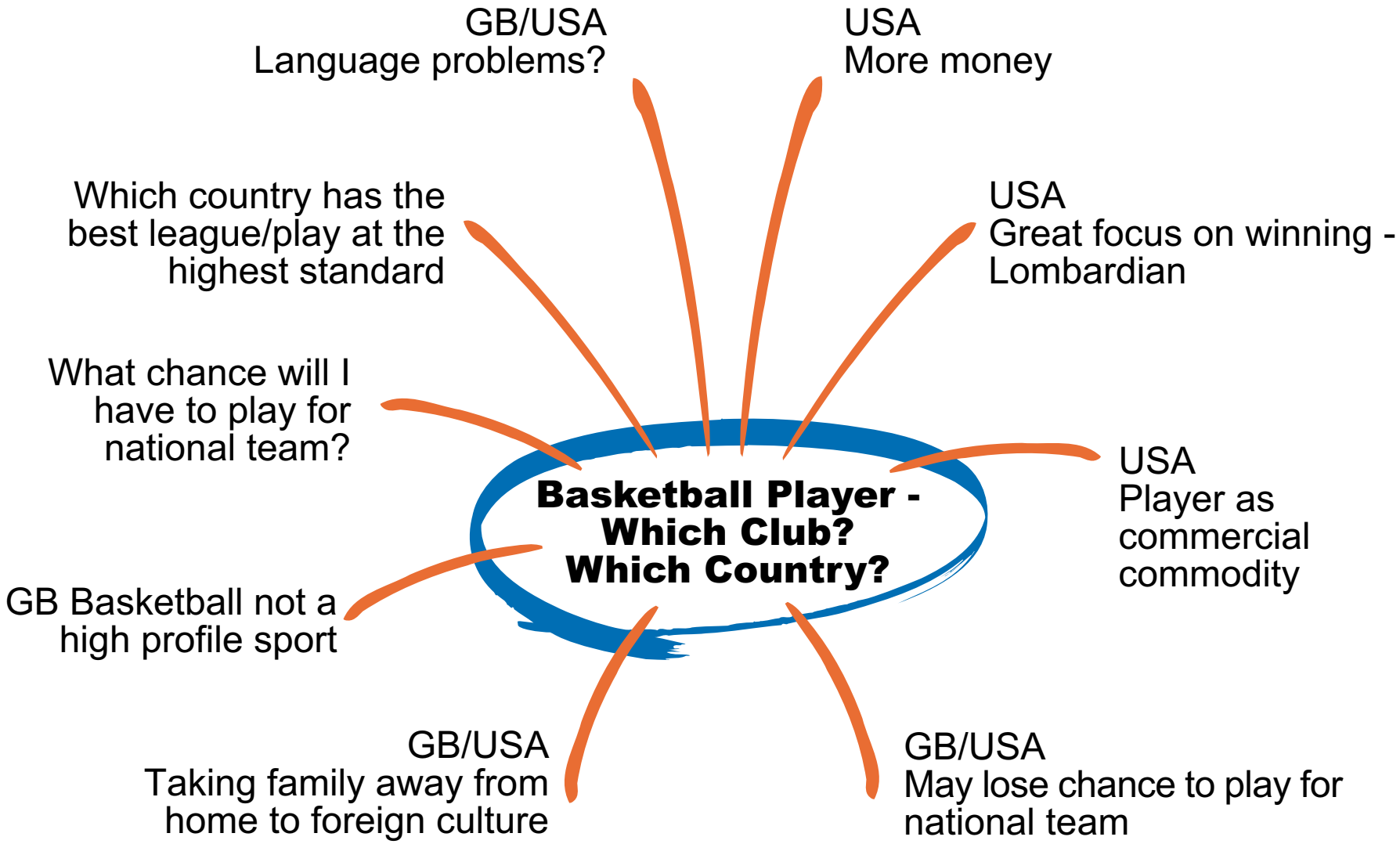
# Who Do I Play For?


GB/USA
Language problems?
USA
More money
Which country has the best league/play at the highest standard
USA
Great focus on winning - Lombardian
What chance will I have to play for national team?
Basketball Player - Which Club? Which Country?
USA
Player as commercial commodity
GB Basketball not a high profile sport
GB/USA
Taking family away from home to foreign culture
GB/USA
May lose chance to play for national team

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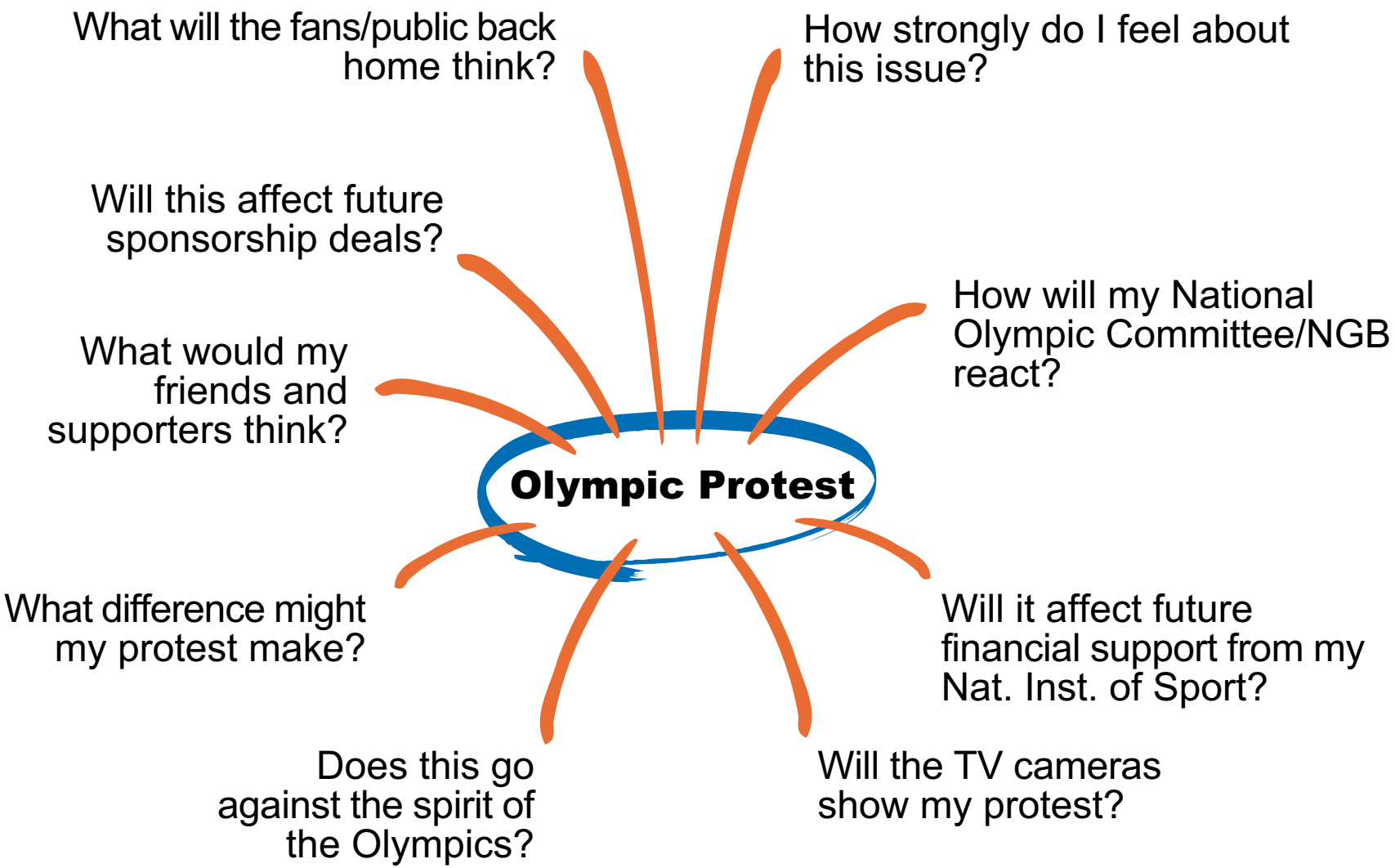
# Stay True to Your Beliefs


What will the fans/public back home think?
How strongly do I feel about this issue?
Will this affect future sponsorship deals?
How will my National Olympic Committee/NGB react?
What would my friends and supporters think?
Olympic Protest
What difference might my protest make?
Will it affect future financial support from my Nat. Inst. of Sport?
Does this go against the spirit of the Olympics?
Will the TV cameras show my protest?

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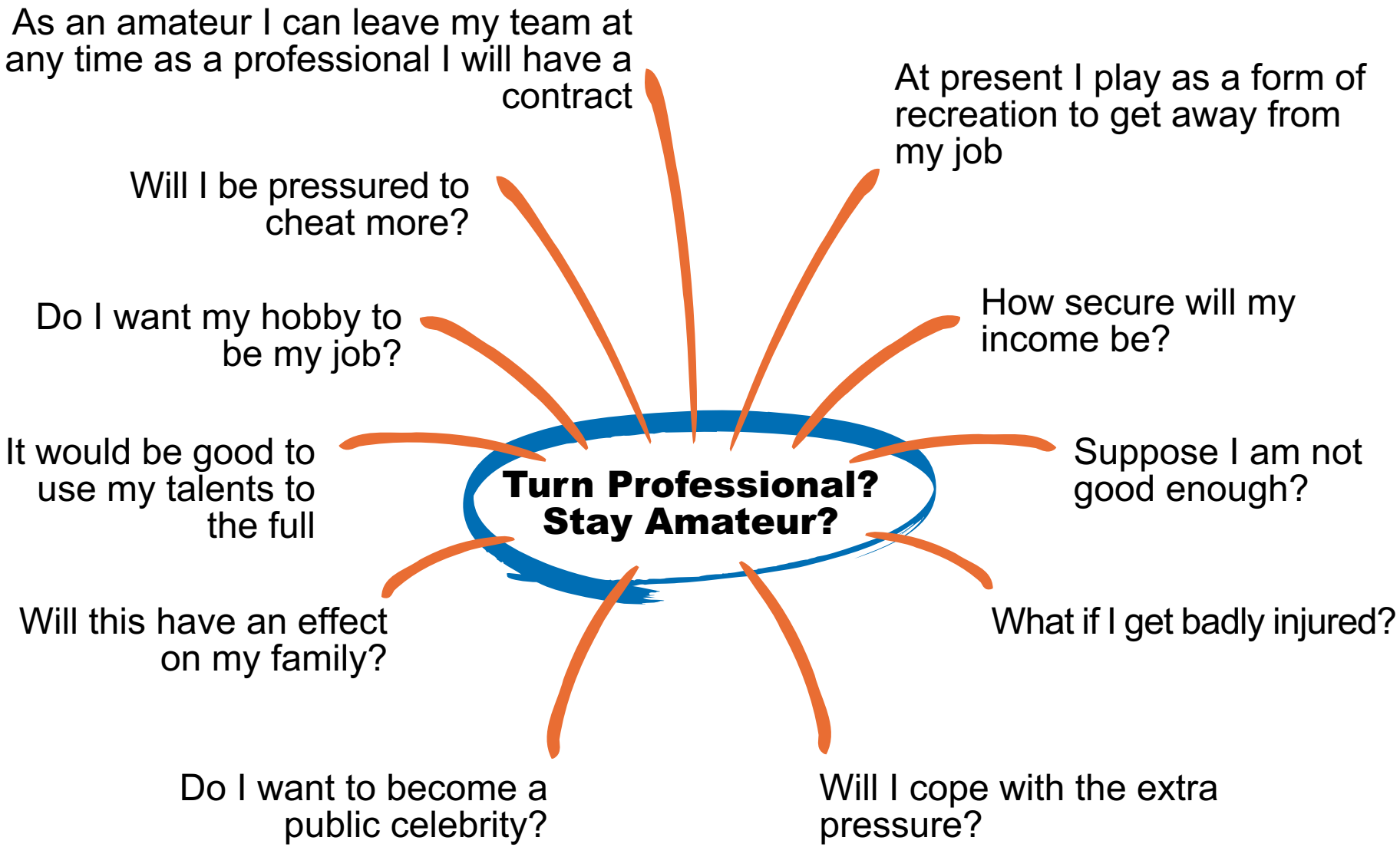
# For Fun or Money?


As an amateur I can leave my team at any time as a professional I will have a contract
At present I play as a form of recreation to get away from my job
Will I be pressured to cheat more?
How secure will my income be?
Do I want my hobby to be my job?
Suppose I am not good enough?
It would be good to use my talents to the full
Turn Professional? Stay Amateur?
What if I get badly injured?
Will this have an effect on my family?
Will I cope with the extra pressure?
Do I want to become a public celebrity?

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